

Queenswood Primary School and Nursery

Music Curriculum Progression



Music Curriculum intent and implementation

At Queenswood we believe Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Queenswood, we aim to develop thinking skills (see separate progression document) in all areas of the curriculum. Music allows for the development of the areas of planning, developing and reflecting, with a large focus on thinking creatively, taking risks, and valuing unexpected outcomes.

It is our intent that children are exposed to many different musicians, composers and styles of music and develop an appreciation for how particular artists have challenged ideas and introduced new techniques.

At Queenswood, our music curriculum aims for children to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

To do this, we have split our curriculum into 4 strands:

- Performing – performing with both voice and instrument in a variety of situations and audiences
- Composing - creating own musical pieces, with instruments and using technology
- Transcribing – using both formal and informal notation
- Describe – have the both vocabulary to talk about music listened to or performed.

Music is taught in blocked units of work throughout Year 1 to 6, which are often linked to other areas of the curriculum, such as history, geography, R.E. or literacy. Our curriculum ensures children gain the knowledge and skills required by the National Curriculum, whilst having plenty of opportunity to re-visit content to ensure it is embedded. The 2-year rolling programme of content coverage is well-designed to promote new learning that is built on prior learning.

The progression below outlines the skills required as children repeat working with different instruments and techniques but are taught a greater level of skill, knowledge and understanding as they progress in their music learning journey.

Safeguarding commitment:

Through our music curriculum, children will gain confidence, as well as develop the skills for quality teamwork. Children will be taught explicitly about risks and how to manage these safely and independently. Through our music curriculum children will learn and develop greater resilience and perseverance in order to be successful when faced with challenges.

Modern British Values and SMSC are embedded throughout the music curriculum through the exploration of music from different cultures and traditions teaching tolerance and understanding of others. Music also offers exploration of individual liberty through being able to make individual decisions about how to express yourself whilst being considerate when evaluating your own and others' work.

Key Skills and Knowledge	Year 1/2 Expectations	Year 3/4 Expectations	Year 5/6 Expectations
<p>Perform This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune.

	<ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.

<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture

			<ul style="list-style-type: none">• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning.
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