

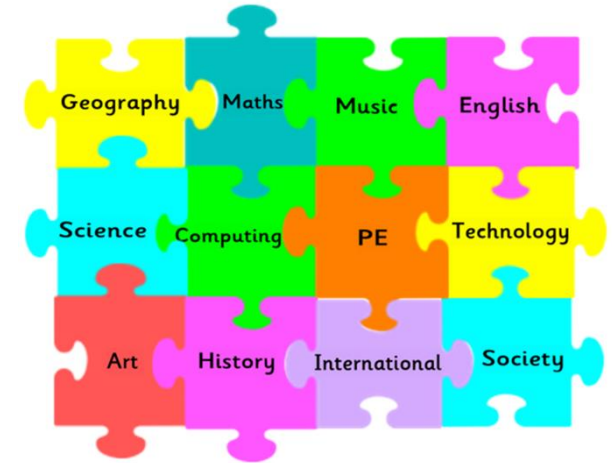
St Paul's CE Primary School

Music



**Curriculum Progression Map for knowledge, skills and understanding
(1 Year Cycle)**

The units are organised around a theme, which helps the children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives.



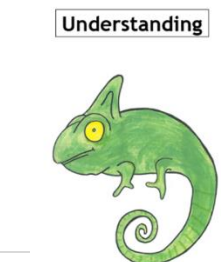
The three types of learning that are taught as part of the curriculum include: **knowledge, skills and understanding**. Across school there are visual representations for knowledge, skill and understanding as well as definitions.



Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.



A skill is something you learn at any age and with practice you will get better.



To develop understanding, connections have to be made in order to make meaning.

At St Paul's we encourage our children to develop and master a range of knowledge, skills and understanding in all areas of the curriculum. As a whole school community, we have devised a range of subject characters and knowledge, skills and understanding principles that are specific to each area of the curriculum, to enable the children to identify not only the subject they are learning but also the content. The characters were shared with the children and they generated a list of knowledge, skills and understanding for each area.

In Music, when the children are being musicians they:

use the voices expressively and creatively

listen to and identify a range of music from all over the world

experiment with sound

understand how colour, pattern, texture and shape can be used to express emotions and ideas

play tuned and untuned instruments



understand musical compositions and manipulating structures such as arrangement and tempo

perform as a solo or as part of an ensembles

compose music for a range of purposes

understand the history of music

know about different composers and musicians from around the world and their music

In Early Years the Music coverage will include:

Key
Vocabulary

Early Years

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

bang
crash
tap
hit
loud
quiet

	Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	
		Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. 	
		Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	
	ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key stage 1 and 2 NC Purpose of Study for Music

Purpose of study

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.

Year 1

NC Statutory Programme of Study for Year 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Unit being taught

The learners will be finding out...

Key Vocabulary

People of the Past
Significant people

- About the life and music of a famous composer
- How to use music to tell the story of our famous composer

Piece, Musician,
Rhythm, Pattern,
Steady, Instrument,
Movement,
Symbol

NC Statutory Programme of Study for Year 2

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>Treasure Island Past Civilisations</p>	<ul style="list-style-type: none"> • How to sing pirate songs • How to compose and play music inspired by pirates and the sea • How to listen to, and evaluate music we have made 	<p>Song, Familiar, Purpose, Rhythm Repetition, Beat, Pattern, Perform, Instrument, Finger clicks, Claps</p>
<p>From A to B (Autumn) Invention and Development</p>	<ul style="list-style-type: none"> • About the sounds different types of transport make • How to create our own 'sound journey' 	<p>Sounds, Symbols, Patterns, Musical, Compose, Tuned, Untuned, Instruments, Dynamics, Tempo, Pitch, Duration, Timbre, Composer, Performance, Microphone, Rhythm, Genre, Rehearse, Accompanied</p>

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NC Statutory Programme of Study for Year 3

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
Vanishing rainforests	<ul style="list-style-type: none"> • How to represent a rainforest scene using music (create a rainforest musical) 	Rain sticks, perform, create, beat, pitch, tone, timing, percussion, musical

NC Statutory Programme of Study for Year 4

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
Temples, Tombs and Treasures Past civilisations	<ul style="list-style-type: none"> • About the instruments used in Ancient Egypt and Ancient Sumer • How to create our own music to retell a story from an ancient civilisation 	Perform, pitch, tone, create, re-tell.
Island Life Physical Geography	<ul style="list-style-type: none"> • About different musical genres from islands around the world • How to create, perform and evaluate a piece of music 	Genres, musical, samba, reggae, perform, create, evaluate, beats, tone, pitch, timing.
They Made A Difference Significant People	<ul style="list-style-type: none"> • About well-known musicians from the host and home countries • How we can compose our own music in a similar style • Why some music/musicians are significant 	Musician, composer, pitch, dynamic, tempo, rhythm,

			composition, notation, ensemble
	Making Waves	<ul style="list-style-type: none">• How to play a simple tune on an instrument	Tune, pitch, tone, instrument, wind, woodwind, genres.

NC Statutory Programme of Study for Year 5

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>The Great, The Bold, The Brave Past Civilisation</p>	<ul style="list-style-type: none"> • How to write and perform our own Greek chorus 	<p>Melody, Chorus Dynamics, Compos ition, Vocal, Ensemble, Lyrics, Pitch, Volume, Tone, Tem po, Repetition, Har mony</p>
<p>The Holiday Show Globalisation and Economics</p>	<ul style="list-style-type: none"> • About music from different countries around the world 	<p>Traditional music, Modern, Pitch, Volume, Tone, Tempo, Repetition</p>

NC Statutory Programme of Study for Year 6

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>900CE Past civilisations</p>	<ul style="list-style-type: none"> • How to plan and perform our own West African type of music 	<p>Call and response Echo Drums: <ul style="list-style-type: none"> • Djembe • Adondo • Sakara Other percussion: <ul style="list-style-type: none"> • Aslatua (shaker), • axatse (shaker like a maraca) String instruments:</p>

			<ul style="list-style-type: none"> • Kora (harp/lute), ngoni (small plucked lute), • xalam (banjo-style lute) Pitch, Volume, Tone, Tempo, Repetition
	Look Hear! Sound and Light	<ul style="list-style-type: none"> • How to play our homemade instruments 	Acoustic/electrical guitar, Chords, Pitch, Volume

Progression of **Knowledge** within the Music Curriculum

Year Group	By the end of Early Years, the learners will:
Early Years	Early Learning Goal - Children sing songs, make music and dance, and experiment with ways of changing them.

Year 1 and 2	By the end of Key Stage One, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 1	Year 2
	Know a number of songs		From A to B Treasure Island
	Know a number of other pieces of music	People of the Past	Flowers and Insects
	Know how a number of musicians including some from their home country and the host country use musical elements to create different effects and for different purposes	People of the Past	Flowers and Insects
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 3	Year 4
	Know how a number of musicians - including some from their home country and the host country - organise sounds and use them expressively	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Know how a number of musicians - including some from their home country and the host country - choose sounds and instruments which are appropriate for their task	Saving the World	Island Life Temples, tombs and treasures Turn it up! They made a difference
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 5	Year 6
	Know that the study of music is concerned with musical expression and communication	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Know how a number of musicians - including some from their home country and the host country - combine musical elements within a structure	The Holiday Show	Earth as an Island AD900

Progression of **Skills** within the Music Curriculum

Year
Group

By the end of Early Years, the learners will:

Early Years

To freely explore instruments, make music, sing songs and dance. There is an emphasis on independence and self initiated learning.

Year 1 and 2	By the end of Key Stage One, the learners will:	Unit/s where the skill is covered/revisited	
		Year 1	Year 2
	Be able to recognise and explore ways in which sounds can be made, changed and organised	People of the Past	From A to B Flowers and Insects
	Be able to sing familiar songs	People of the Past	Treasure Island
	Be able to play simple rhythms with a steady beat	People of the Past	Treasure Island Flowers and Insects
	Be able to compose simple musical patterns	People of the Past	From A to B Treasure Island
	Be able to perform individually and with others	People of the Past	From A to B Treasure Island
	Be able to use symbols to represent sounds	People of the Past	From A to B
	Be able to listen carefully to pieces of music and comment on them	People of the Past	From A to B Treasure Island Flowers and Insects
Be able to recall a simple tune	People of the Past		
Be able to suggest ways of improving their own work	People of the Past	Treasure Island	
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 3	Year 4
	Be able to recognise and explore the ways that sounds can be organised and used expressively	Saving the World	Temples, tombs and treasures Turn it up!
Be able to sing in tune and with expression	Saving the World	Island Life Temples, tombs and treasures They made a difference	

	Be able to perform simple pieces rhythmically using a limited range of notes	Saving the World	Temples, tombs and treasures Turn it up! They made a difference
	Be able to improvise repeated patterns	Saving the World	Temples, tombs and treasures
	Be able to compose simple pieces to create intended effects	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Be able to choose sounds and instruments which are appropriate for their task	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Be able to improve their own work, having regard to the intended effect	Saving the World	Temples, tombs and treasures They made a difference
	Be able to explain their own work in terms of what they have done and why	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Be able to talk about pieces of music, giving reasons for their opinions	Saving the World	Island Life They made a difference
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 5	Year 6
	Be able to sing songs in unison and in two parts	The Great, The Bold and The Brave The Holiday Show	
	Be able to play tuned and untuned instruments with control and rhythmical accuracy	The Great, The Bold and The Brave The Holiday Show	AD900

	Be able to perform as part of an ensemble	The Great, The Bold and The Brave The Holiday Show	AD900
	Be able to perform with an awareness of audience	The Great, The Bold and The Brave The Holiday Show	AD900 Look Hear!
	Be able to compose musical pieces combining musical elements within a structure	The Great, The Bold and The Brave The Holiday Show	AD900
	Be able to improve their own work having regard to purpose		
	Be able to listen attentively with attention to detail	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Be able to make judgements about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Be able to consider pieces of music in terms of meaning, mood, structure, place and time	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900

Progression of **Understanding** within the Music Curriculum

Year Group	By the end of Early Years, the learners will:
Early Years	To understand that music enables children to be imaginative, creative and to investigate changes in sound.

Year 1 and 2	By the end of Key Stage One, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 1	Year 2
	Understand that musical elements can be used to create different effects	People of the Past	From A to B Flowers and Insects
	Understand that music is used for a variety of different purposes		Treasure Island
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 3	Year 4
	Understand how musical elements are combined and varied to create different effects	Saving the World	Island Life Temples, tombs and treasures They made a difference
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 5	Year 6
	Understand that musicians use music to express emotions and experiences	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Understand that the work of musicians is influenced by their environment	The Holiday Show	Earth as an Island AD900