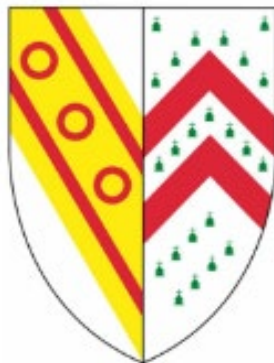




Pollington-Balne CE Primary School

Music





National Curriculum Subject Content

National Curriculum Subject Content	EYFS Skills	KS1 Skills	KS2 Skills
	Exploring and Using Media and Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
	Exploring and Using Media and Materials: Use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Play tuned and untuned instruments musically.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds with increasing aural memory.
		Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use and understand staff and other musical notations.
		Begin to develop an understanding of the history of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
			Develop a secure understanding of the history of music.



Music Skills Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	Children will;	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Learn how songs can tell a story or describe an idea.	Confidently identify and move to the pulse. Think about what the words of a song mean. Take it in turns to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the Music.	Talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). Begin to use the correct technical vocabulary when discussing music.	Identify and move to the pulse with ease. Think about the meaning/messages of certain songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Talk about the musical dimensions using developing technical vocabulary. Talk about the music and how it makes you feel	Confidently talk about the musical dimensions using accurate technical vocabulary.
	Appreciate, evaluate and discuss music.						
Musical Activities:	Children will;	Learn about voices, singing notes of different pitches (high and low).	Learn to find a comfortable singing position.	Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo.	Listen to the group when rehearsing/per forming - re-joining if lost.	Sing in unison and to sing backing vocals. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'.	
Singing	play games and sing songs. be introduced to musical notation/ written	Learn that they can make different types of sounds with their voices - rap or					



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	music/graphic scores.	say words in rhythm.		Sing with awareness of being 'in tune'.		
	play instruments by each and from note names/notation.	Learn to start and stop singing when following a leader.		Have an awareness of the pulse internally when singing.		
Musical Activities: Playing	play by ear.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Play the part in time with the steady pulse.	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearse and perform their part within the context of the song .	To experience leading the playing by making sure everyone participates.	Play a musical instrument with the correct technique. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
Composition: Creating and Exploring	Children will; improvise with voices and instruments	Help to create a simple melody using one, two or three notes.	Help create three simple melodies using one, three or five different notes.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the focus song.	Create simple melodies using up to five different notes and simple rhythms that work musically	Record the composition in any way appropriate that recognises the



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	compose music record music using notation/graphic scores	Learn how the notes of the composition can be written down and changed if necessary.		Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	with the style of the chosen song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	connection between sound and symbol (e.g. graphic/pictorial notation).	
Performance	Children will; rehearse and perform songs and instruments to a varying audience size (small groups, whole class, school assembly and parent assembly) in a variety of venues (classroom, school hall, church ETC)	Choose a song they have learnt and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.	Begin to show how an awareness of others when performing.	Choose what to perform and create a program. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why.	Present a musical performance designed to capture the audience.	Choose what to perform and create a programme. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect.



Music Vocabulary Progression

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking like a musician...	Technical		pulse, rhythm, pitch, rap, improvise, compose, melody, perform, groove, audience, imagination	dynamics, tempo	structure, introduction, verse, chorus, hook, texture, riff, pentatonic scale	solo, unison, style, choreographer, notation, notes, acoustic, percussion, birdsong,	bridge, backbeat, appraising, ballad, interlude, timbre, harmony, scratching, cover	producer, dimensions, ostinato
	Instrumental		bass guitar, drums, decks, keyboard, percussion, trumpet, saxophone,	electric guitar, glockenspiel	synthesizer, organ, backing vocals,	turntables, piano	amplifier, strings,	
	Styles		blues, latin, irish folk, funk,	rock, reggae	disco		bossa nova, swing, hip hop, funk, soul, groove	jazz, urban gospel



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me	Hey You Style: Old School Hip Hop Theme: Pulse, rhythm and pitch	Hands, feet and heart Style: South African Theme: South African Music	Let your spirit fly Style: R&B Theme: R&B and other styles	Mama Mia Style: Pop Theme: ABBA	Livin' on a prayer Style: Rock Theme: Rock Anthems	Happy Style: Pop Theme: Happiness
Autumn 2	My Stories	Rhythm in the way we walk and the banana rap Style: Reggae Theme: Pulse, rhythm, pitch, rapping, dancing and singing	Ho Ho Ho Style: Rapping Theme: Festivals and Christmas	Glockenspiel 1 Style: N/A Theme: Skills Development	Glockenspiel 2 Style: Mixed Theme: Skills Development	Jazz 1 Style: Bossa Nova and Swing Theme: Jazz	Jazz 2 Style: Blues Theme: Jazz, improvisation and composition
Spring 1	Everyone	In the groove Style: Blues, Latin, Folk and Funk Theme: How to be in the groove with different styles of music	I wanna play in a band Style: Rock Theme: Playing together in a band	Three little birds Style: Reggae Theme: Reggae and animals	Stop Style: Grime Theme: Writing lyrics	Make you feel my love Style: Pop Theme: Pop Ballads	A new year carol love Style: Classical or Urban Gospel Theme: Benjamin Britten's music and cover versions
Spring 2	Our World	Round and round Style: Bossa Nova Theme: Pulse, rhythm, and pitch in different styles of music	Zoo time Style: Reggae Theme: Reggae and animals	The dragon song Style: Pop Theme: Music from around the world/kindness	Lean on me Style: Gospel Theme: Soul/Gospel	The fresh prince of bel air Style: Hip Hop Theme: Old School Hip Hop	You've got a friend Style: 70s Ballad Theme: The music of Carole King



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Summer 1	Big Bear Funk	Your Imagination Style: Pop Theme: Using your imagination	Friends Style: Pop Theme: Friendship	Bringing us together Style: Disco Theme: Friendship, hope and unity	Blackbird Style: Pop Theme: The Beatles – equality and civil rights	Dancing in the street Style: Motown Theme: Motown	Music and me Creating music inspired by identity and women in the music industry
	Reflect, rewind and replay	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music

Music Curriculum Mapping – Single Year Group Map



Mixed Year Group Curriculum Maps

1	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Autumn 1	Me!	Name Song Head, shoulders, knees and Toes If you're happy and you know it Hokey Cokey	Hey You Style: Old School Hip Hop Theme: Pulse, rhythm and pitch	Hands, feet and heart Style: South African Theme: South African Music	Three little birds Style: Reggae Theme: Reggae and animals	Mama Mia Style: Pop Theme: ABBA	Don't Stop Believing	Livin' on a prayer Style: Rock Theme: Rock Anthems	Happy Style: Pop Theme: Happiness
Autumn 2	Christmas Production/Carols								
Spring 1	My Stories	In the groove Style: Blues, Latin, Folk and Funk Theme: How to be in the groove with different styles of music	Rhythm in the way we walk and the banana rap Style: Reggae Theme: Pulse, rhythm, pitch, dancing and singing	Glockenspiel 1 Style: N/A Theme: Skills Development	Glockenspiel 2 Style: Mixed Theme: Skills Development	Friendship Song Style: Pop Theme: Friendship	Jazz 1 Style: Bossa Nova and Swing Theme: Jazz	Jazz 2 Style: Blues Theme: Jazz, improvisation and composition	The fresh prince of bel air Style: Hip Hop Theme: Old School Hip Hop
Spring 2	Everyone	Big Bear Funk	I wanna play in a band Style: Rock Theme: Playing	Zoo time Style: Reggae Theme: Reggae and animals	Let your spirit fly Style: R&B Theme: R&B and other styles	Stop Style: Grime Theme: Writing lyrics	Lean on me Style: Gospel Theme: Soul/Gospel	Make you feel my love Style: Pop Theme: Pop Ballads	You've got a friend Style: 70s Ballad

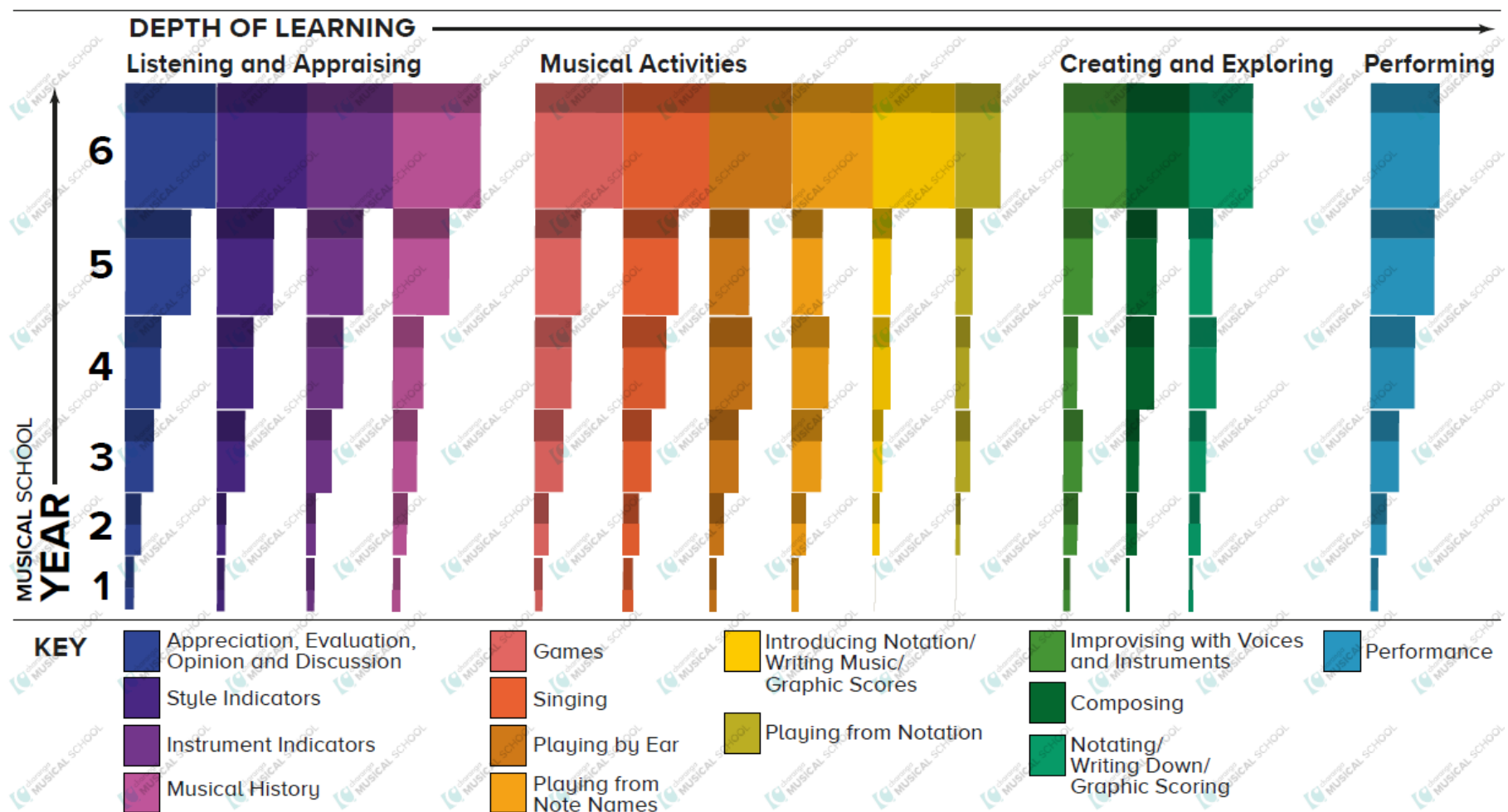


			together in a band						Theme: The music of Carole King
Summer 1	Our World	Reflect, rewind and replay Style: Classical Theme: History of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Reflect, rewind and replay Style: Classical Theme: The history of music	Freestyle	Freestyle
Summer 2	Summer Production								

Learning Progression



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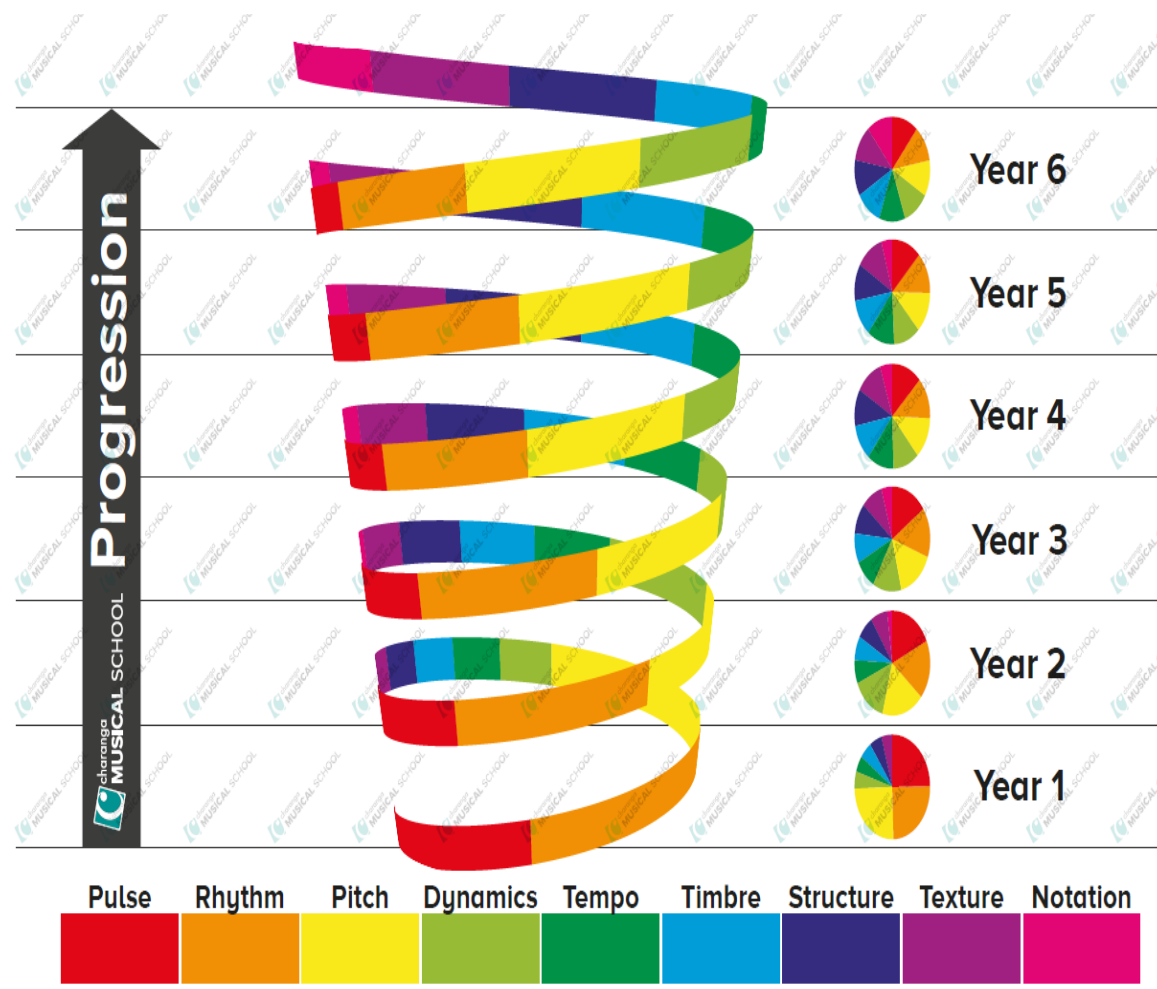


(Charranga Musical School, 2019)



Interrelated Dimensions of Music

Progression throughout the units of work reinforces the interrelated dimensions of music. Teachers start every new song with the foundation of pulse, then rhythm, followed by pitch, adding new dimensions as they progress. This represents an ever-increasing spiral of music learning.



PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out – e.g. Verse, chorus, verse.

(Charranga Musical School, 2019)



NC: KS2 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

To support children in appreciating a wide range of music from great composers and musicians, a focus composer/musician will be played each half term during lunchtimes. This will be indicated through a poster in the hall. At the end of a term the children will vote for the composer/musician that they liked best. Each class will also use the music of this composer as their 'quiet music' in class. This will broaden pupils' knowledge of music over history and expose them to a range of composers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Composer						

See LTP



Assessment Model

