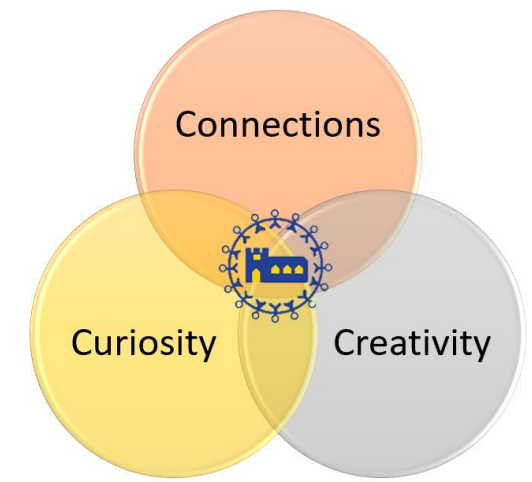




Music – Knowledge and Skills Progression



Intent

Starting from EYFS all the way up to Year 6 we intend to inspire and encourage children on their musical journeys and give them a range of opportunities to connect and collaborate with others. We give them opportunities to develop a lifelong love of music by exposing them to a range of diverse musical experiences and igniting their passion for music. We will give them the chance to listen and respond to a wide range of music and help them understand different cultures around the world. This will help them to become reflective listeners. We will support them in their development as musicians and give them many opportunities to compose and perform using a variety of tuned and untuned instruments.

Starting in the EYFS we provide high quality teaching to enable children to:

- Enjoy and have an appreciation for a range of music.
- Listen to, reflect upon and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- To sing and use their voices creatively to create different effects.
- Create and compose music, on their own and with others to experiment with different effects and styles.
- Use a range of musical language in different contexts
- Express personal preferences about the quality and style of music.
- Take part in performances using a variety of instruments with an awareness of audience

We aim for our curriculum to support children in making connections in their learning, we do this through giving them more opportunities apply what they have learned to other subjects. This engages the children and helps them understand how music is relevant to the real world outside of the classroom.

We encourage curiosity in Music lessons by encouraging children to experiment with new techniques and styles particularly when composing, this allows their creativity to flourish and helps them to be creative. We aim to do this in such a way where children feel safe to make mistakes as this can help them to become more independent and confident musicians.

Implementation

Our Music curriculum is designed to ensure that children of all backgrounds and academic levels can enjoy and succeed within all Music lessons. Based upon the National Curriculum we have created a progression map, which sets out the objectives taught in each year group identifying clear skills and knowledge. This ensures that learning is being built on as the children progress through the school and is carefully sequenced to maximise learning.

As a school we have chosen to follow the scheme 'Kapow' as this gives children many opportunities to listen to different types of Music and develop their skills through many hands on practical experiences. The wide range of instructional videos to support non-music specialists in the teaching of music, provided through this scheme, supports teachers to deliver effective music teaching across the school. The Music learning is broken down into half termly themed units of work which supports the children's engagement in this learning. Each unit supports children to develop their listening, composing, performing skills. We ensure that children have access to many different instruments from different cultures, this helps them to develop cultural awareness and respect.

Performance is an important aspect of Music teaching at Lyne and Longcross and we aim to give every pupil many opportunities to participate in performances across their school career. These include taking part in Christmas performances, performances in groups or even solo performances in Collective Worship. Where appropriate parents are invited to come and watch these performances and help to celebrate the musical talent of the children involved.



Impact

By the time children leave Lyne and Longcross, they will:

- Have experienced engaging Musical experiences including taking part in performances and learning to play an instrument.
- Have an appreciation of a wide variety of musical genres and are able to form opinions about their own preferences.
- Have engaged with a diverse range of music from a vast array of different cultures and historical time periods, styles and traditions.
- The children will be able to use and apply the musical vocabulary which they have learned.
- Have developed a good understanding of the process of composition and improvisation and know how they can experiment with these to create different effects.
- Be able to sing a variety of different songs with accuracy and to understand how voices can be used in different ways.



Children should be taught to: (Key Stage 1 and Key Stage 2)

Listening	<ul style="list-style-type: none"> 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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Composing	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music Improvise and compose music for a range of purposes using the inter-related dimensions of music
Performing	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Musical Theory and Vocabulary	<ul style="list-style-type: none"> Use and understand staff and other musical notations Develop an understanding of the history of music.

EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their musical knowledge and understanding in preparation for the National Curriculum. This is outlined in greater detail in our 'Music in EYFS' document. The table below demonstrates progression in musical learning across the Reception year.

Prime Area outcomes: Specific areas ELG

<p>Celebration Music – Autumn term: Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. Understanding the World -Recognise that people have different beliefs and celebrate special times in different way. Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, 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: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<p>Exploring sound – Spring 1 Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Understanding the World -Explore the natural world around them Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. Musical movement – Spring 2 Personal, Social and Emotional Development -Think about the perspectives of others. Expressive Arts and Design -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: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform</p>	<p>Musical stories – Summer 1 Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music Big Band – Summer 2 Communication and Language -Learn rhymes, poems and songs. Expressive Arts and Design -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</p>
--	--	--



	songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music	melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music
--	--	--

Curriculum Knowledge and Skills Progression

(Additional progression in vocabulary document should be viewed alongside this)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>☞ Kapow units studied</p> <p>☞ Aspects of musical study</p>	Celebration Music Exploring Sound Musical movement Musical Stories Big band	Pulse and rhythm Musical vocab Pitch and tempo Vocal and body sounds Classical Music – dynamics Timbre & rhythmic patterns	Call and response Orchestral Instruments Musical Me Dynamics, timbre & tempo British songs and sounds Myths and legends	Ballads Compositions in response to animation Pentatonic Melodies Developing Singing Technique Jazz Trad Instruments & Improvisation	Adapting & transposing motifs Rock and Roll Pitch, tempo & dynamics Music and Performance Body & tuned percussion Samba & carnival sounds	Composition Notation Looping & remixing Composition to represent colour The Blues Musical theatre South & West African music	2022- Advanced rhythms (from 2023 Themes & variations: Pop art) Baroque Instrumental lessons: Latin music Film music Dynamics, pitch & texture Composing a leavers song
<p>Listening, Responding and Musical features</p>	<ul style="list-style-type: none"> I can respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. I can explore lyrics by suggesting appropriate actions. I can explore the story behind the lyrics or music. I can listen to and follow a beat using body percussion and instruments. I can think about whether a piece of music has a fast, moderate or slow tempo. I can listen to sounds and match them to the object or instrument. I can listen to sounds and identify high and low pitch. I can listen to and repeat a simple rhythm. 	<ul style="list-style-type: none"> I can recognise and understand the difference between pulse and rhythm. I can understand that different types of sounds are called timbres. I can recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). I can describe the character, mood, or 'story' of music they listen to, both verbally and through movement. I can describe the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). I can listen to and repeat short, simple rhythmic patterns. I can listen to and respond to other 	<ul style="list-style-type: none"> I can recognise timbre changes in music they listen to. I can recognise structural features in music I listen to. I can listen to and recognise instrumentation. I can begin to use musical vocabulary to describe music. I can identify melodies that move in steps. I can listening to and repeating a short, simple melody by ear. Suggesting improvements to my own and others' work 	<ul style="list-style-type: none"> I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). I can understand that music from different parts of the world has different features. I can recognise and explain the changes within a piece of music using musical vocabulary. I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. I can begin to show an awareness of metre. I am beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing 	<ul style="list-style-type: none"> I can recognise the use and development of motifs in music. I can identify gradual dynamic and tempo changes within a piece of music. I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). I can identify common features between different genres, styles and traditions of music. I can recognise, name and explain the effect of the interrelated dimensions of music. I can identify scaled dynamics (crescendo/decrescendo) within a piece of music. I can use musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). I can represent the features of a piece of music using graphic notation, and colours, justifying my choices with reference to musical vocabulary. I can compare, discuss and evaluate music using detailed musical vocabulary. I am developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work. 	<ul style="list-style-type: none"> I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. I can recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary. I can identify the way that features of a song can complement one another to create a coherent overall effect. I can use musical vocabulary correctly when describing and



	<ul style="list-style-type: none"> I can listen to and repeat simple lyrics. I understand that different instruments make different sounds and group them accordingly. 	performers by playing as part of a group.		improvements to my own and others' work.	<ul style="list-style-type: none"> I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own and others' work. 		<p>evaluating the features of a piece of music.</p> <ul style="list-style-type: none"> I can evaluating how the venue, occasion and purpose affects the way a piece of music sounds. I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work.
Composing	<ul style="list-style-type: none"> I can play untuned percussion 'in time' with a piece of music. I can select classroom objects to use as instruments. I can experiment with body percussion and vocal sounds to respond to music. I can select appropriate instruments to represent action and mood. I can experiment with playing instruments in different ways 	<ul style="list-style-type: none"> I can select and create short sequences of sound with voices or instruments to represent a given idea or character. I can combine instrumental and vocal sounds within a given structure. I can create simple melodies using a few notes. I can choose dynamics, tempo and timbre for a piece of music. I can create a simple graphic score to represent a composition. I am beginning to make improvements to my work as suggested by the teacher. 	<ul style="list-style-type: none"> I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. I can successfully combine and layer several instrumental and vocal patterns within a given structure. I can create simple melodies from five or more notes. I can choose appropriate dynamics, tempo and timbre for a piece of music, using letter name and graphic notation to represent the details of my composition. I can begin to suggest improvements to my own work. 	<ul style="list-style-type: none"> I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions. I can suggest and implement improvements to my own work, using musical vocabulary. 	<ul style="list-style-type: none"> I can compose a coherent piece of music in a given style with voices, bodies and instruments. I can begin to improvise musically within a given style. I can develop melodies using rhythmic variation, transposition, inversion, and looping. I can create a piece of music with at least four different layers and a clear structure. I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my compositions. I can suggest improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama), improvising coherently within a given style. I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest, using staff notation to record rhythms and melodies. I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. I can suggest and demonstrate improvements to my own and others' work. 	<ul style="list-style-type: none"> I can improvise coherently and creatively within a given style, incorporating given features. I can compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture, recording my own composition using appropriate forms of notation and/or technology I can constructively critique my own and others' work, using musical vocabulary.
Performing	<ul style="list-style-type: none"> I can use my voice to join in with well-known songs from memory. I can remember and maintain my role within a group performance. 	<ul style="list-style-type: none"> I can sing and use my voice expressively to speak and chant. I can sing short songs from memory, maintaining the overall 	<ul style="list-style-type: none"> I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet). 	<ul style="list-style-type: none"> I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 	<ul style="list-style-type: none"> I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of 	<ul style="list-style-type: none"> I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.



	<ul style="list-style-type: none"> I can move to music with instruction to perform actions. I can participate in performances to a small audience. I can stop and start playing at the right time. 	<p>shape of the melody and keeping in time.</p> <ul style="list-style-type: none"> I can maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. I can copy back short rhythmic and melodic phrases on percussion instruments. I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. I can perform from graphic notation. 	<ul style="list-style-type: none"> I can sing short songs from memory, with melodic and rhythmic accuracy. I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. I can perform expressively using dynamics and timbre to alter sounds as appropriate. I can sing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance. I can perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p>expression including control of subtle dynamic changes.</p> <ul style="list-style-type: none"> I can sing and play in time with peers with accuracy and awareness of my part in the group performance. I can play melody parts on tuned instruments with accuracy and control and developing instrumental technique. I can play syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. I can perform with accuracy and fluency from graphic and simple staff notation. I can play a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. I can perform a solo or taking a leadership role within a performance. I can perform with accuracy and fluency from graphic and staff notation and from my own notation. I can perform by following a conductor's cues and directions.
The History of Music (KS2 only)	N/A	N/A	N/A	I can understanding that music from different times has different features.	<ul style="list-style-type: none"> I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> I can confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. 	<ul style="list-style-type: none"> I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.