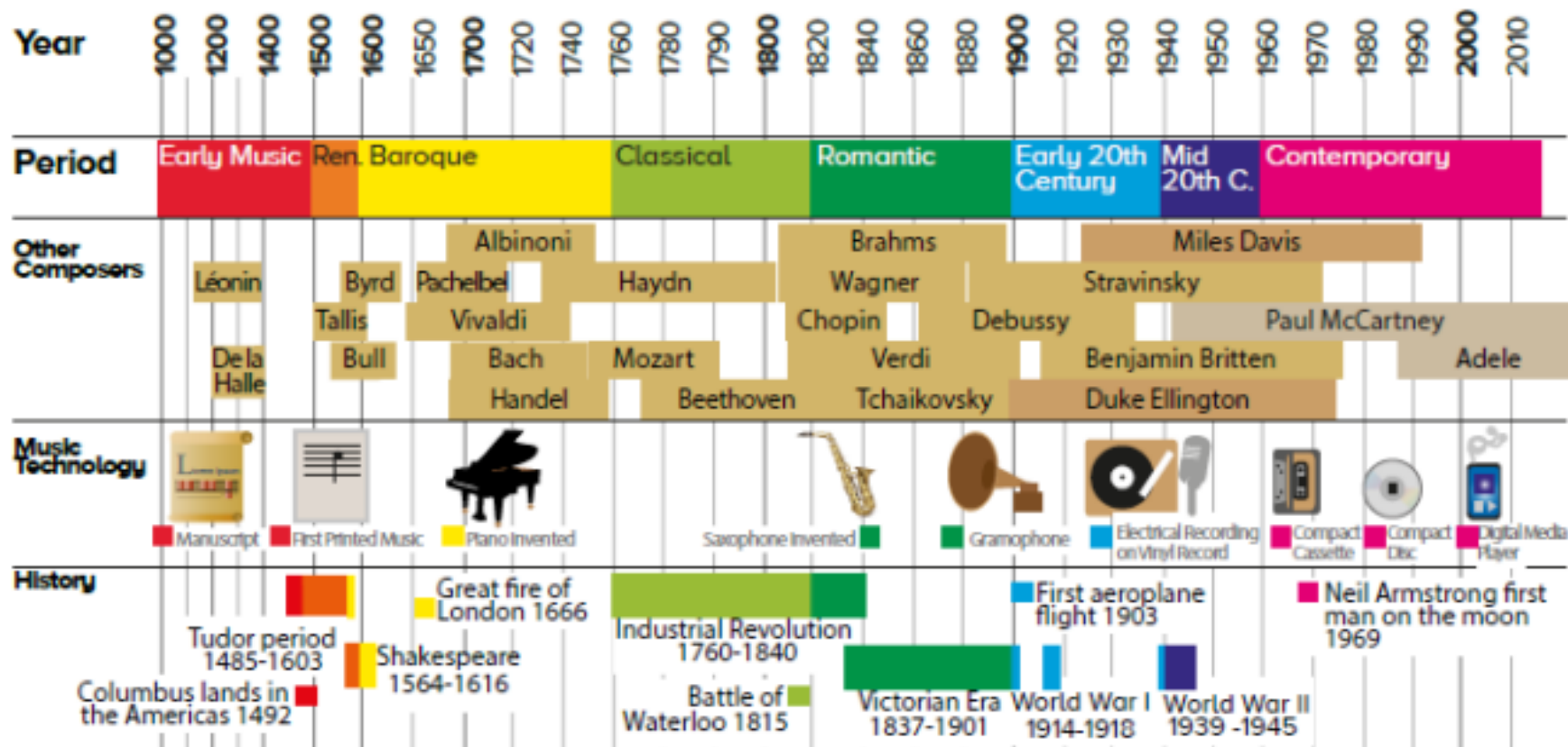


Music – Progression of Knowledge, Understanding and Skills – Smarden

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and tradition, 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 extend pupil development we also use a BBC programme entitled '10 Pieces', which focuses on 10 artists each year to promote a love of music and understanding of the history in which each composer lived and wrote their music, influenced by world events of the time. The music timeline below demonstrates some of the composers the children will study - linked to their history topics - using the BBC resources.



Core Skills:

<p style="text-align: center;">Active Learning</p> <ul style="list-style-type: none"> • To seek out and enjoy challenges • To collaborate with others • To show commitment and perseverance • Assess themselves and others 	<p style="text-align: center;">Basic Skills</p> <ul style="list-style-type: none"> • To speak clearly and convey ideas confidently • To read and communicate ideas in writing efficiently & effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently and purposefully 	<p style="text-align: center;">Creative Thinking</p> <ul style="list-style-type: none"> • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives • To connect ideas and experiences in inventive ways
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Core Knowledge in bold: (see also knowledge organisers)

EYFS

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
To use my voice in different ways, such as speaking, singing and chanting. To sing in a group or on their own, increasingly matching the pitch and following the melody.	to know that we must follow a conductor when we play an instrument in a group.	to move and dance to music to create their own songs or improvise a song around one they know.	Explore and engage in music making and dance, performing solo or in groups.	to listen attentively, and move to music. to compare and contrast pieces of music they have listened to, beginning to use musical vocabulary.	to talk about music, expressing feelings and responses.

Year 1

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
Control vocal dynamics, duration and timbre. Use voices to create descriptive sounds. Sing a song with contrasting high and low melodies.	Explore and control dynamics, duration and timbre with instruments. Use instruments to create descriptive sounds Identify and keep a steady beat using	Improvise descriptive music. Respond to music through movement. Create a soundscape using instruments.	Create a picture in sound. Relate pitch changes to graphic symbols and perform pitch changes vocally. Create, play and combine simple word	Understand musical structure by listening and responding through movement. Identify changes in pitch and respond to them with movement.	Identify a sequence of sounds (structure) in a piece of music. Listen to a piece of orchestral music (e.g. identify instruments)

<p>Sing a song together as a group. Combine voices and movement to perform a chant and a song.</p>	<p>instruments. Play percussion instruments at different speeds (tempi). Play and control changes in tempo. Explore sounds on instruments and find different ways to vary their sound. Play fast, slow, loud, and quiet sounds on percussion instruments.</p>	<p>Explore different sound sources and materials. Explore sounds on instruments and find different ways to vary their sound.</p>	<p>rhythms.</p>	<p>Recognise and respond to changes in tempo in music. Understand how music can tell a story.</p>	<p>Identify a sequence of sounds (structure) in a piece of music. Identify metre by recognising its pattern Identify a repeated rhythm pattern.</p>
<p>Year 2</p>					

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
<p>Chant and sing in two parts while playing a steady beat.</p> <p>Sing with expression, paying attention to the pitch shape of the melody.</p> <p>Understand pitch through singing, movement, and note names.</p> <p>Prepare and improve a performance using movement, voice and percussion.</p>	<p>listen to and repeat rhythmic patterns on body percussion and instruments.</p> <p>Play pitch lines on tuned percussion.</p> <p>Accompany a song with vocal, body percussion and instrumenta ostinati.</p> <p>Use instruments expressively in response to visual stimuli.</p>	<p>Explore timbre and texture to understand how sounds can be descriptive.</p> <p>Explore different ways to organise music.</p> <p>Combine sounds to create a musical effect in response to visual stimuli.</p> <p>Explore voices to create descriptive musical effects.</p>	<p>Perform and create simple 3 and 4 beat rhythms using a simple score.</p> <p>Compose music to illustrate a story.</p>	<p>Listen to and repeat back rhythmic patterns on instruments and body percussion.</p> <p>Match descriptive sounds to images</p>	<p>Identify ways of producing sounds (eg shake, strike, pluck)</p> <p>Identify rising and falling pitch.</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season).</p> <p>Use simple musical vocabulary to describe music.</p> <p>Listen, describe and respond to contemporary orchestral music.</p>
Year 3					

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
<p>Sing in two part harmony.</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song.</p> <p>Sing in two parts (two different melodies) with movements and percussion.</p> <p>Perform a round in three parts.</p>	<p>Accompany a song with a melodic ostinato on tuned percussion.</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.</p> <p>Perform rhythmic ostinati individually and in combination.</p> <p>Perform a pentatonic song with tuned and untuned accompaniment. Understand and use pitch notations.</p> <p>Read simple rhythm notation.</p> <p>Create and perform from a symbol score.</p> <p>Read graphic notation to play a melody on tuned instruments.</p>	<p>Improvise descriptive music.</p> <p>Improvise to an ostinato accompaniment.</p> <p>Explore simple accompaniments using beat and rhythm patterns.</p>	<p>Select descriptive sounds to accompany a poem.</p> <p>Choose different timbres to make an accompaniment.</p> <p>Make choices about musical structure.</p> <p>Create and perform from a symbol score.</p> <p>Arrange an accompaniment with attention to balance and musical effect.</p> <p>Use a score and combine sounds to create different musical textures.</p>	<p>Listen to and learn about a romantic piece of music.</p> <p>Listen to and learn about Hindustani classical music.</p> <p>Learn how sounds are produced and how instruments are classified.</p> <p>Listen to and learn about traditional Chinese music.</p> <p>Listen to and learn about a medieval antiphon.</p> <p>Listen to, learn about, play and dance to Tudor dance music.</p>	<p>Recognise rhythmic patterns in staff notation.</p> <p>Identify the metre in a piece of music.</p> <p>Recognise pitch shapes.</p>

Year 4

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
<p>Learn to sing partner songs.</p> <p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat.</p> <p>Use beatbox techniques to imitate the sound of a drum kit.</p> <p>Sing a call and response song in a minor key in two groups.</p> <p>Sing a song with three simple independent parts.</p> <p>Combine singing, playing and dancing in a performance.</p>	<p>Play a pentatonic song with leaps in pitch in tuned percussion.</p> <p>Combine four body percussion ostinati as a song accompaniment.</p> <p>Play and sing repeated patterns (ostinati) from staff notation.</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations.</p>	<p>Explore household items as instruments and match rhythms with appropriate soundmakers.</p> <p>Improvise in response to visual stimuli, with a focus on timbre.</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale). Explore layers and layering using a graphic score.</p> <p>Understand syncopation and clap improvised off-beat rhythms.</p>	<p>Compose and notate pentatonic melodies on a graphic score.</p> <p>Compose an introduction for a song.</p> <p>Compose a rap, and a fanfare.</p> <p>Compose and play sequences of word rhythms.</p>	<p>Listen to and play along with Bhangra music.</p> <p>Listen to and learn about 1940s dance band music.</p> <p>Understand how rhythmic articulation affects musical phrasing.</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century.</p> <p>Copy rhythms and a short melody.</p> <p>Match short rhythmic phrases with rhythm notation.</p> <p>Listen to and learn about Renaissance instruments.</p>	<p>Develop listening skills by analysing and comparing music from different traditions.</p> <p>Identify different instrument groups from a recording.</p> <p>Describe the structure of a piece of orchestral music.</p> <p>Identify key features of minimalist music. Compare and contrast the structure of two pieces of music. Identify the metre of a new song or piece. Listen to and analyse 20th century ballet music.</p>

Year 5

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
<p>Develop techniques of performing rap using texture and rhythm. Sing and play scales and chromatic melodies accurately.</p> <p>Prepare for a performance by considering narration, performance space, setting up and other logistics.</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics.</p> <p>Sing a song in unison and three-part harmony. Sing with attention to accuracy in rhythm, pitch and dynamics.</p>	<p>Read a melody in staff notation.</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.</p> <p>Perform music together in synchronisation with a short movie.</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together.</p> <p>Control short, loud sounds on a variety of instruments</p>	<p>Create musical effects using contrasting pitch.</p> <p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion.</p> <p>Learn about jazz scat singing and devise scat sounds.</p> <p>Play and improvise using the whole tone scale.</p> <p>Learn about and explore techniques used in movie soundtracks.</p>	<p>Develop a structure for a vocal piece and create graphic scores.</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores.</p> <p>Use the musical dimensions to create and perform music for a movie.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music.</p> <p>Create sounds for a movie, following a timesheet.</p>	<p>Learn about the music of an early Baroque opera.</p> <p>Hear and understand the features of the whole tone scale.</p> <p>Listen to and learn about modern classical/avant garde music (20th century).</p> <p>Demonstrate understanding of the effect of music in movies.</p>	<p>Compare and contrast two pieces of 19th century Romantic music.</p> <p>Explore and analyse a song arrangement and its structure.</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.</p> <p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions.</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music.</p>

Year 6

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
<p>Demonstrate understanding of pitch through singing from simple staff notation. Demonstrate understanding of beat and syncopation through singing and body percussion. Convey lyrical meaning through expressive singing in a part-song with echoes. Learn to sing major and minor note patterns accurately. Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers. Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement. Refine vocal performance with consideration of posture, breathing and enunciation. Perform complex song rhythms confidently. Change vocal tone to reflect mood and style.</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game.</p> <p>Play a chordal accompaniment to a piece.</p> <p>Follow and interpret a complex graphic score for four instruments.</p> <p>Play tuned instrumental parts confidently from graphic scores with note names.</p>	<p>Devise, combine and structure rhythms through dance.</p> <p>Improvise descriptive music on instruments and other soundmakers.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p> <p>Compose programme music from a visual stimulus.</p>	<p>Follow and interpret a complex graphic score for four instruments.</p> <p>Experience and understand the effect of changing harmony.</p> <p>Listen to and understand modulation in a musical bridge.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period.</p>

