

Intent:

'Music is a universal language that embodies one of the highest forms of human creativity' (The National Curriculum)  
Here at Great Bradfords we offer a music education that engages and inspires pupils to develop a love of music and their talent as musicians.

We believe that music has the power to increase self-confidence, creativity and sense of achievement.

We aim to expose children to diverse musical experiences, providing children with a broad and culturally rich understanding as well as igniting a passion for music.

We want our pupils to develop a critical engagement with music, allowing them to listen and respond with intent to different musical styles, finding their voices as singers and performers and as composer, all will enable them to become confident, reflective musicians.

**Procedural Knowledge: Skills** the children develop when learning about Design and Technology

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 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

Disciplinary Knowledge: <b>knowledge</b> the children will learn to develop excellence in Design and Technology				
Year Group	Year 3	Year 4	Year 5	Year 6
<p><b>Singing</b> To sing with increasing confidence and control</p> <p>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> <li>• Sing with a widening range of <b>unison</b> songs of varying styles and structures with a pitch range of <b>do-so</b>, tunefully and with expression.</li> <li>• Perform <b>forte</b> and <b>piano</b> (loud and soft)</li> <li>• Perform actions confidently and in time to a range of action songs</li> <li>• Walk, move or clap a steady <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes.</li> <li>• Perform as a choir in school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs with the range of an <b>octave</b> pitching the voice accurately</li> <li>• Follow directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>)</li> <li>• Sing <b>rounds</b> and <b>partner songs</b> in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> <li>• Perform a range of songs in school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include: observing <b>phrasing</b>, accurate <b>pitching</b> and appropriate style.</li> <li>• Sing <b>three-part</b> rounds, <b>partner songs</b> and songs with a <b>verse and chorus</b>.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing <b>rhythm</b>, <b>phrasing</b>, accurate <b>pitching</b> and appropriate style.</li> <li>• Continue to sing <b>three- and four-part rounds</b> and <b>partner songs</b>, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>

MUSIC SKILLS PROGRESSION

<p><b>Listening</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p>	<ul style="list-style-type: none"> <li>• Listen with concentration to longer pieces/extracts of music</li> <li>• Listen to live/recorded extracts of different kinds of music and identify where appropriate: <ul style="list-style-type: none"> <li>- A steady beat/no steady beat</li> <li>- A specific rhythm pattern or event</li> <li>- The speed (<b>tempo</b>) of the music</li> <li>- The volume (<b>dynamics</b>)</li> <li>- The melody using appropriate music terms/language</li> </ul> </li> <li>• Identify common characteristics</li> <li>• Recognise some familiar instrumental sounds in recorded music</li> <li>• Identify repetition in music</li> <li>• Recognise aurally wooden, metal, skin percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise aurally the range of percussion (tuned and untuned) using in school and some individual orchestral instruments taught in school.</li> <li>• Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo, dynamics, metre, texture, timbre</b>)</li> <li>• Recognise music from different times and countries identifying key elements that give it its unique sound</li> <li>• Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>• Identify whether a song has a verse/chorus or call and response structure</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss 'what happens when' within simple musical structures</li> <li>• Recognise and identify features of expression (<b>phrasing, melody, harmony, different dynamics, metre and tempi</b>) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss 'what happens when' within simple musical structures</li> <li>• Recognise and identify features of expression (<b>phrasing, melody, harmony, different dynamics, metre and tempi</b>) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their</li> </ul>
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	<p>and begin to know their names</p> <ul style="list-style-type: none"> <li>• Listen to their own compositions and use musical language to describe what happens in them (critique)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>• Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li> </ul>	<p>own and others' compositions (critique)</p> <ul style="list-style-type: none"> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing (critique)</li> </ul>	<p>own and others' compositions (critique)</p> <ul style="list-style-type: none"> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing (critique)</li> </ul>
<p><b>Composing – Improvise</b> Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sound from aural memory</p> <p>Improve and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> <li>• Become more skilled in <b>improvising</b> (using voices, <b>tuned</b> and <b>untuned percussion</b> and instruments played in whole-class /individual /instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using <b>echo</b>, or <b>questions and answer phrases</b>) to create music that has a beginning, middle and end.</li> <li>• Pupils should compose in response to different stimuli, e.g. stories,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise</b> on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<b>legato</b>) and detached (<b>staccato</b>).</li> <li>• Begin to make compositional decisions about the overall structure of improvisations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise</b> freely over a <b>drone</b>, developing sense of shape and character, using <b>tuned percussion</b> and melodic instruments.</li> <li>• Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast</li> <li>• Use chord changes as part of an improvised sequence</li> <li>• Extend improvised melodies beyond 8 beats over a fixed <b>groove</b>, creating a satisfying melodic shape.</li> </ul>

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	verse, images and musical sources.			
<p><b>Composing – Compose</b> Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sound from aural memory</p> <p>Improve and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, mi)</li> <li>Compose song accompaniments on untuned percussion using known rhythms and <b>note values</b></li> </ul>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short <b>pentatonic</b> phrases using a limited range of 5 pitches suitable for the instrument being learnt. Sing and play these phrases as self-standing compositions.</li> <li>Arrange individual notation cards of known note values (i.e. <b>minim, crotchet, crotchet rest and paired quavers</b>) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating</li> </ul>	<ul style="list-style-type: none"> <li>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Working in pairs, compose a short <b>ternary</b> piece</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>Capture and record creative ideas using graphic symbols, rhythm notation and <b>time</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan and compose an 8 or 16 beat melodic phrase using the <b>pentatonic</b> scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen</li> <li>Either of these melodies can be enhanced with rhythmic or chordal accompaniment</li> <li>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>

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		<p>music to accompany a short film clip</p> <ul style="list-style-type: none"> <li>• Introduce <b>major</b> and <b>minor</b> chords</li> <li>• Include instruments playing in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work</li> <li>• Capture and record creative ideas using graphic symbols, rhythm notation and <b>time signatures, staff notation, technology</b></li> </ul>	<p><b>signatures, staff notation, technology</b></p>	
<p><b>Performing – Instrumental Performance</b> To play musically with increasing confidence with control</p> <p>Play and perform in solo and ensemble contexts play musical contexts playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder.</li> <li>• Play and perform melodies following <b>staff notation</b> using small range as a whole class or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. (Whole class instrumental teaching)</li> <li>• Play and perform melodies following staff notation using a small</li> </ul>	<ul style="list-style-type: none"> <li>• Play melodies on <b>tuned percussion</b>, melodic instruments or keyboards, following <b>staff notation</b> written on one staff and using notes within the octave.</li> <li>• Understand how <b>triads</b> are formed, and play them on tuned percussion, melodic</li> </ul>	<ul style="list-style-type: none"> <li>• Play a melody following <b>staff notation</b> written on one staff and using notes within an <b>octave range</b>; make decisions about dynamic range, including very loud (<b>ff</b>), very quiet (<b>pp</b>), moderately loud (<b>mf</b>) and moderately quiet (<b>mp</b>)</li> </ul>

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	<ul style="list-style-type: none"> <li>Individually (<b>solo</b>) copy stepwise melodic phrases with accuracy at different speeds; <b>allegro</b> and <b>adagio</b>, fast and slow. Extend to question and answer phrases.</li> </ul>	<p>range as a whole-class or in small groups</p> <ul style="list-style-type: none"> <li>Perform in two or more parts (i.e. <b>melodies and accompaniment</b> or a <b>duet</b>) from simple notation using instruments playing in whole class teaching. Identify <b>static</b> and <b>moving parts</b></li> <li>Copy short melodic phrases including those using the pentatonic scale</li> </ul>	<p>instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <ul style="list-style-type: none"> <li>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>Develop the skills of <b>playing by ear</b> on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Accompany this same melody, and others, using block chords or a bass line.</li> <li>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</li> </ul>
<p><b>Performing – Reading Notation</b> Use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> <li>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch - range of a 3<sup>rd</sup></li> <li>Understand the differences between crotchets and paired quavers</li> </ul>	<ul style="list-style-type: none"> <li>Understand the stave, lines and spaces, and clef.</li> <li>Read and perform pitch letter notation within a defined range of a 5<sup>th</sup></li> <li>Understand the differences between minims, crotchets, paired quavers and rests.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the stave, lines and spaces, and clef.</li> <li>Read and perform pitch notation within an octave</li> <li>Further understand the differences between semibreves, minims, crotchets and crotchet</li> </ul>	<ul style="list-style-type: none"> <li>Understand the stave, lines and spaces, and clef.</li> <li>Further develop the skills to read and perform pitch notation within an octave</li> <li>Further understand the differences between semibreves, minims, crotchets, quavers,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Understand the meaning of fast (<b>allegro</b>), slow (<b>adagio</b>), loud (<b>forte</b>) and quiet (<b>piano</b>)</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the meaning of getting faster (<b>accelerando</b>), getting slower (<b>rallentando</b>), getting louder (<b>crescendo</b>) and getting softer (<b>decrescendo</b>)</li> <li>• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>	<p>rests, paired quavers and semiquavers.</p> <ul style="list-style-type: none"> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</li> </ul>	<p>semiquavers and their equivalent rests.</p> <ul style="list-style-type: none"> <li>• Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</li> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
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MUSIC SKILLS PROGRESSION

	Year 3	Year 4	Year 5 and 6
Rhythm, Metre and Tempo	Downbeats, fast (allegro), slow (adagio), pulse, beat	Getting faster (accelerando), Getting slower (rallentando), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do-so	Pentatonic scale, major and minor tonality, pitch range do-do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (forte), quiet (piano)	Getting louder (crescendo), getting softer (decrescendo); smooth (legato), detached (staccato)	Wider range of dynamics including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)
Instruments and Playing Techniques	Instruments using in Foundation Listening	Instruments using in Foundation Listening including playing techniques	Instruments using in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)