

Progression of skills and knowledge in Music

INTENT

At Brabourne CEP School we believe that 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 an engagement with music, allowing them to compose, and critically listen to other pieces of music.

The principal aims of Music at Brabourne are to ensure that all pupils:

- Promote enjoyment in music.
- Promote self-expression.
- Promote participation and performance in singing and instrumental activities.
- Develop confidence and skills in composing, communicating and recording.

In line with the National Curriculum, we ensure that children:

- 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.

IMPLEMENTATION

Teachers follow the Oak Academy Scheme of Work in EY/KS1 and Music in KS2 is delivered by a specialist music teacher. Lessons are planned to fit a rolling program of learning for mixed year groups which builds upon skills within each key stage, through clearly defined outcomes for each year group. Music plays an important part of the life of Brabourne School. Every class has regular music lessons with plenty of opportunities to link these skills to other curriculum areas. The school offers many additional opportunities for pupils to consolidate their musical knowledge and skills, including Church services, musical performances, choirs and one to one tuition with our specialist music teacher.

The strands of musical learning, presented within teachers' lesson plans are part of a learning spiral with three themes: Listen and Appraise, Musical Activities and Perform and Share. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. The music coordinator is responsible for the standard of children's work, the quality of teaching in music and for monitoring the music taught by EY/KS1 teachers and the music specialist in KS2. The work of the subject leader also involves supporting colleagues in the teaching of music and providing a strategic lead and direction for the subject in the school. They have the responsibility for monitoring resources and organising musical events across the school calendar.

IMPACT

Teachers assess children's work in Music by making informal judgments as they observe them during lessons. Children are encouraged to self, peer and group assess work in a positive way. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject. Summative assessment is undertaken during the year, using the progression skills document. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents at the end of the year and is measured from feedback from our school performances.

Knowledge and Progression in Music

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listen and appraise	Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. 	Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. 	Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

<p>Musical Activities</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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.</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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.</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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.</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
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Perform and share	Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Vocabulary	<p>Please note Words highlighted in green we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary.</p> <p><u>EY/KS1</u> Piano, Keyboard, Pulse, Vivaldi, Rap, Beater, Glockenspiel, Drum, Tambourine, Triangle, Maraca, Instrument Clap, Tap, March, Sway, Copy, Listen, Posture, Straight, High, Low, Shaking, Scrape, Hitting, Banging, Countin, Rest, Rhythm, Pitch</p> <p>Bach, African Music, Reggae, Rock, Notation, Steady, Rhythmic, Happy, bouncy, Slow, sad, Rain maker, Castanets, Perform, Feel, Improvise, Melody, Compose, Tuned percussion, Un-tuned percussion, Listen and appraise, Guitar, Drum, Trumpet, Voice Recorder, Female voice, Male voice, Violin, Brass, String Instruments</p> <p><u>LKS2</u> Record, Recording, Tchaikovsky RnB, Reggae, Bob Marley, Disco, Phrases Vocal Range, Timbre, Conductor, Dynamics, String, Diction, Bar, Orchestra Woodwind family, Brass family, String family, Saxophone, Cello, Signs, Symbols, Chopin, Abba, Gospel, Rap, Religious Music, Beatles, Expression, Unison, Repeat, Voice, sounds, Musical symbols</p> <p><u>UKS2</u></p>					

Holst, Rock, Bon Jovi, Jazz, Pop, Ballads, Hip Hop, Motown, Time, Signature, Musical vocabulary, Silence, Duration, Texture, Speed, Breathing, Treble, Clef Note, names Beethoven, Michael Jackson, Pop, Benjamin Britten, Carole King, Jazz, Crotchet, Quaver, Semi quaver, Minim, Semi breve
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Early Years Foundation Stage

ELG - Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them.

ELG - Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Music is not taught through formal music lessons in the Foundation Stage. Children have access at all times to musical instruments and songs as well as an outdoor 'stage' area to perform on. Children choose to explore the musical instruments and listen to and sing songs. If a child shows a particular interest in an aspect of music we may well then plan it into our Enhanced Provision. It is quite often that we plan some shared sessions for the children at the beginning of the year to talk them through the names of instruments and how we play them as a way of encouraging them to access and explore the instruments. Children take part in whole class singing sessions throughout the year and in preparation for events such as our Nativity performance as well as hymns through Collective Worship. Songs also form part of the children's learning across the curriculum in areas such as Maths and Phonics. Children are also encouraged to listen to and observe environmental sounds as part of their everyday interactions or outdoor learning such as the sound of the birds singing, the sound of the leaves rustling on a windy day or how water sound when it hits different surfaces in the water tray.