

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 and bespoke scheme of work. 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 teachers.

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.

Musical Knowledge

EYFS Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All About Me	Out and About	Journeys and Adventures	Growth	Habitats	Out of this World (Space)
Singing Games and voice changes Environmental sounds Pulse High and Low sounds	Singing Games and voice changes Note duration High and Low sounds Note notation Rhythm/Rhythm patterns Beat	Singing Games and voice changes Beat Note Duration Rhyme Rhythm Songs around the world – England, India, France,	Singing Games and voice changes Pulse Note duration Pitch High, middle and low sounds Reading rhythm patterns through symbols	Singing Games and voice changes Reading rhythm patterns through symbols and notations Use imagination to explore different music/sounds Develop actions for songs Improvise own songs Pulse	Singing Games and voice changes Use imagination to explore different music/sounds Rhythm patterns Melodic patterns

KS1 CYCLE A	T1 PULSE	T2 TIMBRE	T3 RHYTHM	T4 RHYTHM 2	T5/6 PITCH
	<p>To understand pulse Creating simple patterns Understanding how sound is represented by symbols Physicalising pulse in different ways Maintaining pulse and identifying strong beats Identifying tempo</p>	<p>Different ways to use your body and voice Different ways to use instruments High and low sounds Loud and quiet sounds Instruments of the orchestra</p>	<p>Rhythm vs. pulse Rhythms Rhythm symbols & patterns Rhythm notation Reading and writing rhythmic notation Improvising rhythms</p>	<p>Finding the pulse Finding the pulse in a song Exploring the differences between pulse and rhythm Using symbols to represent sounds Recognising musical symbols Composing a rhythm</p>	<p>What is pitch? High sounds Low sounds Following the pitch Changing the pitch Creating high and low sounds</p>

KS1 CYCLE B	T1 CONTRASTS	T2	T3 MUSICAL DEVICES	T4 PULSE & METRE	T5/6 TEMPO, DYNAMIC & TIMBRE
	<p>Rhythm Pitch Dynamics Articulation Melody Timbre</p>		<p>Conjunct melodies Disjunct melodies Imitation Sequence Riffs Drone</p>	<p>Understanding pulse Creating simple patterns Understanding how sound is represented by symbols Physicalising pulse in different ways Maintaining pulse and identifying strong beats How many beats in a bar?</p>	<p>Identifying tempo High and low sounds Loud and soft sounds Different ways to use the voice Instruments in the Orchestra</p>

Cycle A	T1	T2	T3	T4	T5	T6
Y3/4	Singing in unison and canon, working on tuning and pitch.	Singing in unison and canon, working on pulse and rhythm using non tuned percussion and body percussion.	Singing in unison and canon, looking at scales focusing on pentatonic and improvising within its boundaries using tuned percussion. Looking at simple notation.	Singing in unison and canon, looking at major and minor scales, working on intervals and intonation using voices and tuned percussion. Simple notation	Singing in unison and canon, exploring improvisation with different types of instruments. Exploring timbres.	Singing and accompanying using ukuleles and tuned/non tuned percussion. Exploring timbres and textures.
Y5/6	Singing in unison and canon, working on tuning and pitch.	Singing in unison and canon with more complex songs and working in great detail for performances. Stagecraft.	Singing in unison and canon, looking at scales by singing and playing them and working with the pentatonic scales with tuned percussion. Simple notation. Improvisation within a limited amount of notes.	Singing in unison and canon, More work on scales and notation focussing on intervals. Improvisation using varied instruments.	Singing in unison and canon, Simple notation, Improvisation with varied instruments leading to composition.	Singing in unison and canon, Working in great detail with songs for performances. Stagecraft
Cycle B	T1	T2	T3	T4	T5	T6
Y3/4	Singing in unison and canon, working on tuning and pitch. History of music timeline. Performance skills.	Singing in unison and canon, working on tuning and pitch. Rhythm and pulse. History of music timeline. Notation	Listening to different cultures of music. Singing in unison and canon, working on tuning and pitch, rhythm and pulse. History of music timeline.	Learning technique in different types of instruments: ukuleles, tuned and non-tuned percussion. Performance and stagecraft	Singing in unison and canon, working on tuning and pitch. Accompaniment with ukuleles and tuned and non-tuned percussion.	Compositions and performances based upon accumulated skills.

Y5/6	Appreciation of different genres of music. Singing in unison and canon, adding harmonies and working on tuning and pitch. History of music timeline.	Singing in unison and canon, working on tuning and pitch. History of music timeline. Notation.	Listening to the orchestra and its instruments. Singing in harmony. Notation.	Performance and stagecraft. Learning technique in different types of instruments: ukuleles, tuned and non-tuned percussion.	Accompaniment with varied instruments.	Working in great detail with songs for performances. Stagecraft
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Musical Skills

	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.	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.	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.
Musical Activities	Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a	Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a	Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a	Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned	Improvise and compose music for a range of purposes using the interrelated dimensions of music.	Improvise and compose music for a range of purposes using the interrelated dimensions of music.

	<p>range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>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>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>	<p>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>
<p>Perform and share</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
<p><u>Musical Vocabulary</u></p>	<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> 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</p>
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Early Years Foundation Stage

ELG - Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Children in the EYFS will explore and develop their musical skills an understanding through a combination of adult led activities and child initiated play. They will listen to a variety of genre of music from their own and other cultures, sing songs and explore poem and rhyme as part of their everyday routine and have a weekly music session to focus on music specific skills such as beat and pitch etc. Songs and singing are also used to support children's learning in Maths and Phonics. Children also have access at all times to musical instruments and songs as well as an outdoor 'stage' area to perform on where they can explore the musical instruments and listen to and perform and sing songs as part of their continuous provision. Enhancements may be made to the continuous provision to follow children's interests such as providing additional resources to make their own instruments, resources to record notation in music or musical patterns to 'read' and follow. Children will learn the name of some musical instruments such as drum, maraca, triangle, tambourine etc and adults will model how these instruments can be use through play. 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. 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.

