

Music

Vision

Our music curriculum aims to foster a love of music in all our children. Taught music lessons develop singing, composing, collaboration, listening and a language to discuss music. These run alongside our extensive instrumental provision and weekly music assemblies, where parents and children learn about music from different parts of the world and come together to sing. We want all children to become talented musicians, who are confident collaborating with and performing in front of their peers and wider audiences. All children learn a musical instrument and have the opportunity to develop expertise, including performing as part of one of our groups and taking Associated Board music exams. We also believe that our music curriculum is effective in developing children's cultural literacy.

Knowledge and Skills Progression

The progression in Music skills starts in the EYFS as **Expressive Arts & Design, Communication & Language** and **Physical Development** with children singing songs and rhymes, listening to, making and moving with music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Explore different ways of using the voice. Control pitch, pulse, rhythm, dynamics and tempo.	Sing with expression and control of pitch, pulse, rhythm, dynamics, tempo and duration of notes	Sing songs in tune, with expression, using interrelated dimensions of music. Recognise phrases. Sing in 2 parts.	Sing with increasing control, accuracy, and expression, in a group and individually. Understand how mouth shape affects sound production	Sing with increasing breath control, good posture, sound projection and an awareness of diction and intonation. Sing 3 part harmonies Be aware the voice can be used for improvisation	Perform songs with greater expression and meaning to a high standard Take part in 3 part harmonies and descants Improvise using pentatonic scale
Playing and musicianship	Identify and name classroom instruments Play instruments with control and explore different ways that sounds can be made and changed Read rhythmic notation	Identify and name classroom instruments and families of instruments Read rhythmic and 2 line stave notation Evaluate performance	Play simple tunes from memory on the xylophone Understand good technique Play in 2 parts Read simple staff notation. Be familiar with an 8ve scale	Choose an instrument to play and attend small group lessons Develop fluency in reading staff notation Perform as part of a group	Play an independent part or accompaniment with control and accuracy. Read staff notation. Perform with an awareness of audience, venue and occasion. Evaluate performance	Read staff notation in singing and instrumental work. Use simple time signatures. Play independent parts in a group. Lead a group performance and evaluate performance

Composing and improvising	Create and choose sounds in response to stimuli Create short rhythmic patterns Make improvements to own work	Create and choose sounds in response to stimuli. Create/improvise short repeated patterns and melodies using 2-3 notes Understand how to improve own work	Improvise including call and response using 1-2 notes. Explore different combinations of pitch Begin to compose 3 note patterns. Compose and notate 8 beat rhythms. Compose drones/ostinati Reflect own work against a given criteria.	Improvise and compose simple melodic patterns based on pentatonic scale. Choose, order and, combine sounds to describe visual images including using digital technology (Garage band) Understand texture. Reflect on own compositions using musical vocabulary.	Improvise melodic and rhythmic phrases Begin to compose songs with melodies. Compose a short song to own lyrics based on everyday phrases Reflect on own and other's compositions using wide range of musical vocabulary.	Improvise melodic and rhythmic phrases Write lyrics to a known song Compose songs with melodies and verses and a chorus. Use musical elements in order to gain a desired effect or mood. Reflect on own compositions using wide range of musical vocabulary.
Listening and knowledge of instruments	Listen with concentration to music from a variety of styles and traditions Say how music can make people feel, act and move. Identify well defined musical features ie changes of tempo/dynamics Respond to different composers and discuss different genres of music.	Listen to music from different times and place on a time line. Analyse and comment on how sounds are used to create different moods Recognise instruments of the orchestra: brass, wind, strings, percussion. Begin to express opinions and make comparisons about music from the past Explore reasons for composer's choices.	Understand how music has evolved over time and was composed for specific times/places/occasions, Compare and evaluate pieces using a wide range of musical vocabulary. Identify musical elements and features Understand how instruments have evolved Understand what makes a successful performance/ composition. Find similarities and difference between historical composers/musicians			