

## Progression in Music

### National Curriculum Aims

The national curriculum for music aims to ensure that all pupils:

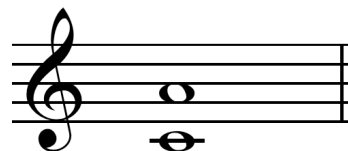


- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.


### Whole School Vision








































Our pupils grow in confidence as they listen, learn, sing, play and perform - increasing a sense of achievement. As pupils progress they are able to evaluate and critique, developing composition skills and notation. Our pupils appreciate that music can influence feeling and can be used to describe feeling and emotion. Participation is actively encouraged at New York Primary and music, in some form, is part of everyday life for all our pupils.

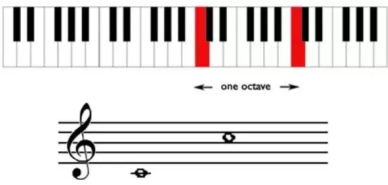
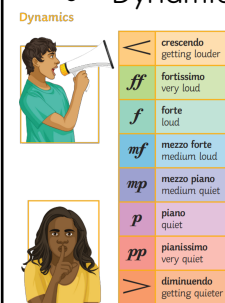
Pupils at New York are immersed in music from our 2 Year Offer to Year 6. In Early Years, much of our children's learning and daily routines are based around music and singing. Whole school singing occurs frequently throughout the week, with links to current and relevant topics or with seasonal links. Pupils listen to and evaluate music from various historical periods and genres including the great composers and music from our local North East culture. Singing is at the heart of music teaching and our pupils are taught to sing in tune with rounds and harmonies. We run a successful school choir which frequently takes part in local events and performances. We perform for parents and pupils perform for each other spreading that love and appreciation of music. In class, all pupils receive high quality music lessons and have the opportunity to play an instrument. We run extra-curricular clubs throughout the year including singing, percussion and music using technology.

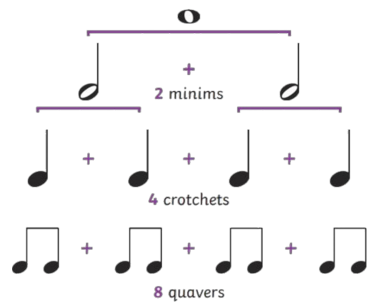
Teaching and Learning of Music in lessons links to current topics of study, allowing us to design and deliver a bespoke music curriculum with cross curricular links within context; this supports the deepening of pupil engagement, understanding and learning. Music is accessible to all our pupils and through our personalised music curriculum all pupils have the opportunity to develop a love of music and to become musicians.



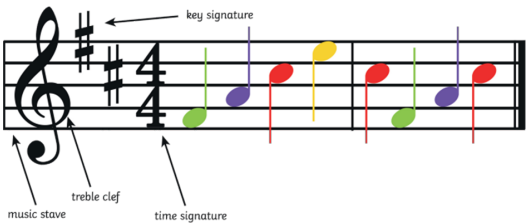
National Curriculum		Pupils should be taught to: <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>																	
	EYFS	Key Stage 1																	
		Technique	Range																
Singing		<ul style="list-style-type: none"><li>• Basic posture with relaxed shoulders</li><li>• Dynamic contrasts</li><li>• Breathing to show phrases to demonstrate an understanding of the melody or rhythm</li></ul>	<ul style="list-style-type: none"><li>• Range of a sixth by ear</li></ul> 																
Playing an instrument		<p>Classroom Percussion focus</p> <ul style="list-style-type: none"><li>• Basic posture</li><li>• Dynamic contrast</li></ul> <div><p>Dynamics</p><table><tr><td>&lt;</td><td>crescendo getting louder</td></tr><tr><td>ff</td><td>fortissimo very loud</td></tr><tr><td>f</td><td>forte loud</td></tr><tr><td>mf</td><td>mezzo forte medium loud</td></tr><tr><td>mp</td><td>mezzo piano medium quiet</td></tr><tr><td>p</td><td>piano quiet</td></tr><tr><td>pp</td><td>pianissimo very quiet</td></tr><tr><td>&gt;</td><td>diminuendo getting quieter</td></tr></table></div>	<	crescendo getting louder	ff	fortissimo very loud	f	forte loud	mf	mezzo forte medium loud	mp	mezzo piano medium quiet	p	piano quiet	pp	pianissimo very quiet	>	diminuendo getting quieter	<ul style="list-style-type: none"><li>• Limited range (link to singing)</li><li>• Rhythmic patterns</li><li>• By ear</li></ul>
<	crescendo getting louder																		
ff	fortissimo very loud																		
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mf	mezzo forte medium loud																		
mp	mezzo piano medium quiet																		
p	piano quiet																		
pp	pianissimo very quiet																		
>	diminuendo getting quieter																		
		Ensemble																	
Performing with		Unison																	

others		
Composing (including improvising)		<p><b>Melody:</b></p> <ul style="list-style-type: none"> <li>• Improvise a 1 bar rhythm</li> <li>• Improvise a 1 bar melodic phrase (3 pitches) <a href="https://www.bbc.co.uk/teach/bring-the-noise/teaching-melodies/zv68rj6/">https://www.bbc.co.uk/teach/bring-the-noise/teaching-melodies/zv68rj6/</a></li> </ul> <p><b>Harmony:</b></p> <ul style="list-style-type: none"> <li>• Explore combinations of sounds</li> </ul> <p><b>Expression:</b></p> <ul style="list-style-type: none"> <li>• Explore dynamic choices</li> <li>• Explore instrument choices</li> </ul>
Aural and Theoretical Knowledge Notation		<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Pulse (moving in in time to music)</li> <li>• Simple rhythmic patterns aurally (identify / repeat)</li> </ul> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>• High and low</li> </ul> <p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>• Single or multiple sounds (instruments / voices / parts)</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Phrase (breathing points)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• Dynamics (loud and soft)</li> <li>• Timbre of different instruments</li> </ul> <div data-bbox="972 1038 1435 1203"> <p><b>timbre</b></p> <p>The particular tone that distinguishes a sound or combination of sounds.</p>  </div>
Evaluation		<p><b>Contexts</b></p> <ul style="list-style-type: none"> <li>• Use of musical choices to create an effect</li> <li>• Use of graphic score</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Respond to different moods in music</li> </ul> <p><b>Improvements</b></p> <ul style="list-style-type: none"> <li>• Identify good features</li> </ul>

		<p>Graphic Scores:</p> <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Tambourine</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Woodblock</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Drum</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Triangle</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	Tambourine							Woodblock							Drum							Triangle						
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Cultural Development (Music studied to include but not limited to...) Appreciation		<p><b>Traditional</b> Children’s songs and singing games from local, national and pupils’ own heritages.</p>																																			
Personal Development (through behaving as a musician) Performance skills		<p><b>Making a contribution</b></p> <ul style="list-style-type: none"><li>• Perform to an audience</li></ul> <p><b>Self-esteem</b></p> <ul style="list-style-type: none"><li>• Perform in a school assembly</li></ul> <p><b>Team work</b></p> <ul style="list-style-type: none"><li>• Take turns</li></ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"><li>• Show enjoyment of music</li></ul>																																			

National Curriculum	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>			
	LKS2		UKS2	
	Technique	Range	Technique	Range
Singing		<ul style="list-style-type: none"> <li>Range of an octave, mostly by step</li> <li>Using notation</li> </ul> 	<ul style="list-style-type: none"> <li>Open mouth, relaxed jaw and clear pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic range</li> </ul> 
	Technique	Range	Technique	Range
Playing an instrument	<ul style="list-style-type: none"> <li>(Tuned instrument)</li> <li>Basic posture</li> <li>Clear tone</li> </ul>	<ul style="list-style-type: none"> <li>First four or five notes (or 3 chords)</li> <li>Rhythms (using notation) with two note lengths</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic contrasts</li> <li>Articulation contrasts e.g. Staccato <i>A short note or notes</i></li> </ul>	<ul style="list-style-type: none"> <li>Range about an octave (or 6 chords)</li> <li>Rhythmic playing with at least three note lengths</li> </ul>

			<p><i>played sharply where the sound is not allowed to ring out.</i> Allegro <i>Performed quickly and happily.</i></p> <ul style="list-style-type: none"> <li>Phrasing</li> </ul>	<p>1 semibreve is equal in length to...</p> 
	Ensemble		Ensemble	
Performing with others	<ul style="list-style-type: none"> <li>Simple additional part with others (e.g. round, ostinato accompaniment)</li> </ul> <p><i>Ostinatio accompaniment:</i> A similar repeated pattern is heard throughout. This is known as an ostinato. The pitches change to fit the harmony. The accompaniment stays in the background throughout so that the singer can be heard clearly.</p>		(See Personal Development)	
Composing (including improvising)	<p><b>Melody</b></p> <ul style="list-style-type: none"> <li>Improvise an ostinato/riff (e.g. for an accompaniment)</li> <li>Improvise a melodic phrase (up to 5 pitches) within a structure</li> </ul> <p>Melodic phrase <i>a group of notes that make sense together and express a definite melodic "idea".</i></p>		<p><b>Melody</b></p> <ul style="list-style-type: none"> <li>Explore layering of rhythmic and / or melodic phrases</li> </ul> <p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>Explore layering of rhythmic and / or melodic phrases</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>Indicate tempo</li> </ul> <p><b>“</b></p> <p>A rhythm is a pattern of sounds of different lengths.</p> <p><b>—</b></p>	

		<p><b>Tempo</b> <i>The speed at which a piece or section of music is played.</i></p>
<p>Aural and Theoretical Knowledge Notation</p>	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Crotchets and rests (in four beat rhythms)</li> <li>Quaver pairs or minims and minim rests (in four beat rhythms)</li> </ul> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>Three note melody (e.g. hand signs or one line stave)</li> </ul> <p>Four beat rhythm:</p>  <p>One line stave:</p> 	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>4/4, bars and bar lines (strong and weak beats)</li> <li>Crotchets, quaver pairs, minims, semibreves and rests</li> </ul> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>First five notes of a major scale on a clef</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Simple structure (e.g. introduction, verse and chorus)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>Contrasting dynamics (forte / piano) and articulation (staccato / legato)</li> </ul>
<p>Evaluation</p>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>Use of staff notation</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Features of music for different purposes</li> </ul> <p><b>Improvements</b></p> <ul style="list-style-type: none"> <li>Improve own work</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>How musical concepts are used to reflect different intentions</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>How music reflects different cultural contexts</li> <li>How venue and occasion influence performance and composition</li> </ul>

		<b>Improvements</b> <ul style="list-style-type: none"> <li>Suggest improvements for own and others work</li> </ul>
Cultural Development (Music studied to include but not limited to...) Appreciation	<b>Traditional</b> <ul style="list-style-type: none"> <li>Music from national and other heritages represented in the school</li> </ul> <b>Classical</b> <ul style="list-style-type: none"> <li>Music from western classical tradition</li> </ul> <b>Popular</b> <ul style="list-style-type: none"> <li>Popular music</li> </ul>	<b>Traditional</b> <ul style="list-style-type: none"> <li>Traditional music from other parts of the world</li> </ul>
Personal Development (through behaving as a musician) Performance skills	<b>Making a contribution</b> Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song) <b>Self-esteem</b> Perform a solo to teacher Perform in a group to teacher <b>Independence</b> Following teacher's guidance, practise at home to improve an aspect of playing <b>Team work</b> With teacher's guidance work in a group to improve a group performance or composition	<b>Making a contribution</b> Support other artists (e.g. play or create music for a dance or drama performance or an exhibition) <b>Self-esteem</b> Perform a solo to school class Perform in a group in a school assembly <b>Independence</b> Identify an aspect of performing or composing to improve through working at home <b>Team work</b> Without teacher's help work in a group to improve a group performance or composition <b>Emotional</b> Express contrasting emotions through music (e.g. happy, sad)