

Lord Deramore's Primary School Music Curriculum Progression Plan

Intent: 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 a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Why do we teach this subject at Lord Deramore's? Music is highly valued at Lord Deramore's Primary School. We believe that all children should have access to high-quality music education and have opportunities to develop their own musical potential. Music makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals capable of developing their 'own voice'. We hope, through the implementation of this policy, to foster a love of music in all children, to develop their musical creativity and to encourage them to continue to explore music throughout their lives.

Implementation: Music is taught discretely in most cases with opportunities to link music to other areas of the curriculum. In Phase 2 and 3, the implementation of music is supported by a specialist music teacher. In phases 2 and 3, all children learn an instrument. Themes and skills (including instruments) are on a yearly rolling program. Enrichment opportunities, including individual instrument lessons, music groups, orchestra, choir, festivals and concerts are available to raise the profile of music across school. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

Impact: Music knowledge and skills are assessed by teaching staff throughout a term and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. Music subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations

MUSIC	Phase 1		Phase 2		Phase 3		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge & skills	<p>Expressive Arts and Design: Being Imaginative and Expressive ELG</p> <p>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.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Play tuned and untuned instruments musically.</p> <p>Sing and play musically with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>		<p>Develop and understanding of musical composition, organising and manipulating ideas within musical structure and reproducing sounds from aural memory.</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>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and musical notations.</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>Know about this history of music.</p>		
Expectations	<p>Learn and perform songs and rhymes with others</p> <p>Respond to the rhythm of music by moving their bodies, clapping, stamping or using instruments.</p> <p>Explore different ways of making music using tuned, un-tuned and improvised instruments.</p> <p>Listen to a range of genres of music and talk about their likes and dislikes</p>	<p>Use voice to speak, sing and chant.</p> <p>Follow instructions about when to play and sing.</p> <p>Use instruments to perform.</p> <p>Clap short rhythmic patterns. Repeat short rhythmic and melodic patterns</p> <p>Make different sounds with voice and instruments. Make a sequence of sounds. Choose sounds to represent different things.</p> <p>Respond to different moods in music. Say whether they like or dislike a piece of music.</p>	<p>Sing and follow a melody.</p> <p>Play simple rhythmic patterns on an instrument.</p> <p>Perform simple patterns and accompaniments, keeping a steady pulse. Sing or clap increasing and decreasing tempo.</p> <p>Order sounds to create a beginning, middle and an end. Create music in response to different starting points. Choose sounds which create an effect. Use symbols to represent sounds. Make connections between notations and musical sounds. Improve work produced.</p> <p>Listen out for particular things when listening to music.</p>	<p>Sing a tune with expression.</p> <p>Created repeated patterns with different instruments.</p> <p>Play clear notes on instruments. Use different elements in composition. Compose melodies and songs. Create accompaniments for tunes. Combine different sounds to create a specific mood or feeling.</p> <p>Use musical words to describe a piece of music and compositions. Use musical words to describe what I like and do not like about a piece of music. Recognise the work of at least one famous composer [NAMES]. Improve my work and explain how it has been improved.</p>	<p>Sing songs from memory with accurate pitch.</p> <p>Perform a simple part rhythmically. Improvise using repeated patterns.</p> <p>Use notation to record and interpret sequences of pitches. Use notation to record compositions. Explain why silence is often needed in music and explain what effect it has.</p> <p>Identify the character in a piece of music. Identify and describe different purposes of music. Begin to identify the style of work of Beethoven, Mozart and Elgar.</p>	<p>Breathe in the correct place when singing. Maintain my part whilst others are performing their part.</p> <p>Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect.</p> <p>Compose music which meets specific criteria. Use notation to record groups of pitches (chords). Use a music diary to record aspects of the composition process. Choose the most appropriate tempo for a piece of music.</p> <p>Describe, compare and evaluate music using musical vocabulary. Explain why I think music is successful or unsuccessful. Suggest improvement to my own work and that of others. Contrast the work of a famous composer with another, and explain my preferences.</p>	<p>Sing in harmony, confidently and accurately. Perform parts from memory. Take the lead in a performance.</p> <p>Use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Analyse features within different pieces of music.</p> <p>Compare and contrast the impact that different composers from different times have had on people of that time.</p>
Vocabulary	Pitch, high, low Rhythm, beat, timbre, tempo, Fast, slow, loud, quiet Instruments		Dynamics, volume, loud, quiet, tempo, speed, fast, slow, beat, pulse, rhythm, pattern, rhythmic, pitch, high, low, duration, tune Instruments, orchestra, instrument classes,		Acappella, adagio, allegro, andante, bars, bass clef, chord, crochet, rest, duet, flat, forte, harmony, improvisation, key, melody, minim, octave, ostinato, pentatonic, piano, quaver, semi-breve, sharp, solo, staccato, stave, texture, timbre, time signature, treble clef,		
Long Term Planning Link	Music Express is developmental in design so usually stands alone from other subjects. Continuous provision, daily singing		Y2 – ocarinas Y3 - recorders		Y4 – Violin Y5 – ukulele Y6 – percussion		
Enrichment / Cultural Capital	Music visitors				Arts Award		