

**Heathcoat Primary School**

**Music Curriculum – Progression of Key Skills and Knowledge**

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| Date | Review date | Subject leaders |
| July 2021 | July 2022 | Marisa Evans & Fran Bard |
| It is our intention that pupils will be taught a curriculum that:   * develops and embeds a love for a diverse range of music and have a desire to continue their individual learning journey into KS3 and beyond. * exposed to and given the opportunity to explore, sing, play, analyse and compose music across a wide range of current and historical musical genres. * encouraged to be curious, engaged and motivated and to have an open mind to form their own opinions when exposed to different world musical contexts.   At Heathcoat Primary School we have adopted the Ka-Pow music scheme. This document shows the planned progression of music knowledge and skills across the year groups. | | |

**Curriculum Organisation**

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| **Year / Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **1** | **Pulse and rhythm: All about me**  Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.  Clapping and playing in time to the pulse.  Playing simple rhythms on an instrument.  Understanding the difference between pulse and rhythm. Improvising vocally within a given structure. | **Classical music, dynamics and tempo: Animals**  Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments.  Singing short songs from memory, adding simple dynamics.  Playing instruments expressively.  Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story | **Musical Vocabulary: Under the sea**  Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music  Singing short songs from memory, adding simple dynamics.  Playing instruments expressively.  Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story. | **Timbre and rhythmic patterns: Fairy tales**  Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.  Performing short chants from memory, with expression.  Responding to a sound by likening it to a character or mood.  Creating and selecting sounds to match a character or mood | **Pitch and tempo: Superheroes**  Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.  Performing short chants from memory, with expression.  Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood. | **Vocal and body sounds: By the sea**  Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.  Performing from graphic notation.  Listening to and commenting on the descriptive features of music.  Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. |
| **2** | **African call and response song: Animals**  Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.  Recognising playing a short rhythm from simple notation. Suggesting improvements to their work.  Relating music to feelings.  Listening Creating short sequences of sound on a given idea. | **Orchestral instruments: Traditional stories**  Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.  Performing a story using vocal and instrumental sound effects.  Recognising timbre changes. Improvising vocal sound effects for a story.  Creating a tune to describe a character. | **Musical me: Singing and playing a song**  Learning to sing and play the song ‘Once a Man Fell in a Well’ using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody  Singing and playing untuned instruments at the same time.  Playing a melody from letter notation.  Repeating a melody by ear. Listening Choosing appropriate dynamics and timbre for a piece of music | **Dynamics, timbre, tempo and motifs: Space**  Inspired by The Planets by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space.  Performing a melodic motif musically.  Listening for and recognising instrumentation.  Creating a melodic motif from a set of five notes. | **On this island: British songs and sounds**  Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.  Singing with confidence and expression.  Using musical vocabulary to describe the music they hear.  Creating and making improvements to a soundscape. | **Myths and legends**  Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.  Singing songs from memory with confidence and accuracy.  Recognising structural features.  Layering instrumental and vocal sounds and patterns within a given structure. |
| **3** | **Ballads**  Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.  Performing a ballad as a class.  Recognising the features of a ballad.  Writing lyrics for a ballad. | **Creating compositions in response to an animation: Mountains**  Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.  Performing a soundscape accurately, fluently and expressively.  Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative | **Developing singing techniques and keeping in time: The Vikings**  Developing singing skills in this History-themed topic and learning to recognise staff notation.  Singing songs with accuracy and control, with developing vocal technique.  Discussing the features of battle songs using musical vocabulary.  Creating a battle song with voices and untuned percussion. | **Pentatonic melodies and composition: Chinese New Year**  Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.  Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary.  Combining three pentatonic melodies with untuned percussion to create a group composition. | **Jazz**  Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.  Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme.  Learning different types of jazz, understanding how the genre evolved over time. | **Traditional instruments and improvisation: Around the world: India**  Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.  Performing a traditional Indian song with voices and instruments from staff notation.  Recognising the stylistic features of Indian classical music .  Creating an Indian-inspired composition using drone, rag and tal.  Consider how music developed differently in other parts of the world. |
| **4** | **Body and tuned percussion: Rainforests**  Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.  Accurately performing a composition as part of a group.  Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms.  Creating a melody loop on tuned percussion. | **Rock and roll**  Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.  Performing a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music. | **Changes in pitch, dynamics and tempo: Rivers**  Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.  Singing in two parts with expression and dynamics. Performing a vocal ostinato as part of a layered ensemble.  Using musical vocabulary to describe the detailed features of a piece of music.  Suggesting improvements to their own and others work.  Creating a rhythmic ostinato | **Haiku, music and performance: Hanami**  Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms  Exploring timbre using their voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music.  Creating and performing a group composition within a given structure using both melodic and rhythmic instruments. | **Samba & carnival sounds and instruments: South America**  Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.  Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music.  Composing a rhythmic break.  Learning about the origin of samba music. | **Adapting and transposing motifs: Romans**  Associating the stages of the river with different rhythms and learning what an ostinato is and how it’s used in music  Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music.  Creating a motif-based composition and notating this using roman mosaic artwork. |
| **5** | **Composing notation: Egyptians**  Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.  Performing accurately from graphic notation using voices and instruments.  Identifying how the key features of music are written down, by following a score whilst listening.  Creating a sound story using voices and instruments, and notate it using hieroglyphs | **Blues**  Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.  Performing the blues scale on a tuned percussion.  Hearing when songs play the 12 bar blues.  Improvising a blues performance.  Understanding how this genre of music came to be | **South and West Africa**  Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).  Singing a traditional African song unaccompanied. Playing a chord progression on tuned percussion. Recognising the stylistic features of south and west African music.  Composing an eight beat rhythmic break.  Learning how music evolved in different traditions | **Composition to represent the festival of colour: Holi**  Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.  Participating in a class performance.  Representing a known piece of music using a graphic score.  Creating vocal compositions based on a picture and a colour | **Looping and remixing: Dance music**  Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well known song before putting a dance music spin to it.  Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes.  Creating their own remix using fragments of a known song | **Musical theatre**  Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.  Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble.  Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story.  Understanding what musical theatre looked and sounded like across decades. |
| **6** | **Advanced rhythms**  Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own  Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse.  Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary.  Improvising and composing rhythms using the Kodaly Method.  Using knowledge of rhythm to compose a simple rhythm. Learning about different method for teaching music | **Dynamics, pitch and texture: Coast - Fingal’s Cave by Mendelssohn**  Inspired by Fingal’s Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.  Following a conductor to perform.  Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch.  Appraising the work of a classical composer. Characterising music using language.  Notating ideas to create a wave composition using dynamics, pitch and texture. | **Songs of World War 2**  Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.  Singing a war-time favourite with expression and dynamics.  Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2.  Identifying pitch changes in music.  Understanding what war-time music sounded like in WW1 and WW2. | **Film music**  Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips.  Performing a soundtrack to a film scene as a group. Discussing the features of film music.  Identifying different instruments and composing techniques.  Interpreting emotions in film music using graphic scores.  Creating and notating a composition which uses sounds to represent a given theme. | **Theme and Variations: Pop Art**  Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.  Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method.  Identifying the sounds of different instruments.  Recalling sounds with increasing aural memory.  Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together. | **Composing and performing a leavers’ song**  Listening to and critiquing songs reflective of new beginnings. Creating their own leavers’ song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies  Improvising over and singing known melodies to a 4-chord backing track.  Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression.  Identifying the way that the features of a song can complement one another to create a coherent overall effect.  Using musical vocabulary correctly when describing the features of a piece of music.  Writing song lyrics within a given structure.  Composing a melody within a given structure. |

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| Progression Map | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| Recognising and understanding the difference between pulse and rhythm.  ● Understanding that different types of sounds are called timbres.  ● Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).  ● Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.  ● Describing the differences between two pieces of music.  ● Expressing a basic opinion about music (like/dislike)  ● Listening to and repeating short, simple rhythmic patterns.  ● Listening and responding to other performers by playing as part of a group. | Recognising timbre changes in music they listen to  ● Recognising structural features in music they listen to.  ● Listening to and recognising instrumentation. ● Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.  ● Identifying melodies that move in steps.  ● Listening to and repeating a short, simple melody by ear.  ● Suggesting improvements to their own and others’ work. | Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).  ● Understanding that music from different parts of the world, and different times, have different features.  ● Recognising and explaining the changes within a piece of music using musical vocabulary.  ● Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.  ● Beginning to show an awareness of metre.  ● Recognising and beginning to discuss changes within a piece of music.  ● Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. | Recognising the use and development of motifs in music.  ● Identifying gradual dynamic and tempo changes within a piece of music  ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).  ● Identifying common features between different genres, styles and traditions of music.  ● Recognising, naming and explaining the effect of the interrelated dimensions of music.  ● Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.  ● Using musical vocabulary to discuss the purpose of a piece of music.  ● Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. | Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).  ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.  ● Comparing, discussing and evaluating music using detailed musical vocabulary.  Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. | ● Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.  ● Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.  ● Identifying the way that features of a song can complement one another to create a coherent overall effect.  Use musical vocabulary correctly when describing and evaluating the features of a piece of music.  ● Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.  Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. |
| Composing | | | | | |
| Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher. | Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.  ● Successfully combining and layering several instrumental and vocal patterns within a given structure.  ● Creating simple melodies from 5 or more notes.  ● Choosing appropriate dynamics, tempo and timbre for a piece of music.  ● Using letter name and graphic notation to represent the details of their composition.  ● Beginning to suggest improvements to their own work. | ● Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).  ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).  ● Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.  ● Suggesting and implementing improvements to their own work, using musical vocabulary. | Composing a coherent piece of music in a given style with voices, bodies and instruments.  ● Beginning to improvise musically within a given style (Blues).  ● Developing melodies using rhythmic variation, transposition, inversion, and looping.  ● Creating a piece of music with at least four different layers and a clear structure. ● Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.  ● Suggesting improvements to others work, using musical vocabulary. | Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).  ● Improvising coherently within a given style.  ● Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.  ● Using staff notation to record rhythms and melodies.  ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.  ● Suggesting and demonstrating improvements to own and others’ work. | Improvising coherently and creatively within a given style, incorporating given features.  ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.  ● Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.  ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Recording own composition using appropriate forms of notation and/or technology and incorporating.  Constructively critique their own and others’ work, using musical vocabulary |
| Performing | | | | | |
| Using their voices expressively to speak and chant.  ● Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.  ● Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.  ● Copying back short rhythmic and melodic phrases on percussion instruments.  ● Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.  ● Performing from graphic notation. | Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).  ● Singing short songs from memory, with melodic and rhythmic accuracy.  ● Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.  ● Performing expressively using dynamics and timbre to alter sounds as appropriate. ● Singing back short melodic patterns by ear and playing short melodic patterns from letter notation | Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.  ● Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. | ● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.  ● Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.  ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.  ● Playing syncopated rhythms with accuracy, control and fluency.  ● Playing simple chord sequences (12 bar blues).  Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology | Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.  ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.  ● Performing with accuracy and fluency from graphic and simple staff notation.  ● Playing a simple chord progression with accuracy and fluency. | Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.  ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.  ● Performing a solo or taking a leadership role within a performance.  ● Performing with accuracy and fluency from graphic and staff notation and from their own notation.  ● Performing by following a conductor’s cues and directions. |
| Vocabulary | | | | | |
| List the vocab per topic | | | | | |
| Pulse and Rhythm   * Pulse * Rhythm   Classical Music   * Tempo * Dynamics * Musical composition   Musical Vocbulary   * Dynamics * Tempo * Pitch * Timbre * Structure * Texture * Rhythm * Pulse   Timbre and rhythmic patterns   * Pulse * Rhythm   Pitch and Tempo   * Pitch * Tempo * Performance * Accelerando   Vocal and body sounds   * Dynamics * Tempo | African call and response song   * Call and response * Rhythm * Structure * Dynamics   Orchestral instruments   * Timbre * Dynamics * Tempo * Vocals   Musical me   * Dynamics * Timbre * Pulse * Rhythm * Beat * Melody * Notation   Dynamics, timbre, tempo and motifs   * oundscape * Motif * Timbre * Dynamics * Tempo   On this Island   * Duration * Dynamics * Pitch * Structure * Texture * Timbre * Tempo * Composition * Inspiration   Myths and Legends   * Compose * Composition * Graphic score * Melody * Rhythm * Structure * Texture * Tempo | Ballads   * Compose * Ballad * Ensemble * Happy   Creating compositions in response to an animation   * Influence * Listen * Dynamics * Timbre * Pitch * Repeated rhythm * Pattern * Notation * Ensemble * Compose   Developing singing techniques and keeping in time   * Notation * Coordinated * Disciplined     Pentatonic melodies   * Tempo * Crescendo * Dynamics * Timbre * Duration   Jazz   * Rhythm * Straight quaver * Strung quaver * Jazz * Motif   Traditional instruments and improvisations  Notation | Body and tuned percussion   * Inspiration * Keyboard * Melody * Rhythm * Texture   Rock and roll   * Rock and Roll * Hand jive * 1950's * Tempo * Dynamic * Notation * Style   Changes in pitch, dynamics and tempo   * Ostinato * Dynamics * Percussion * Layer * Texture * Tempo   Haiku music and performance   * Melody * Haiku * Dynamics * Tempo   Samba and carnival sounds   * Samba * Break * Rhythm * Syncopation   Adapting and transposing motifs   * Motif * Composition * Repetition * Pattern * Transposing | Composing Notation   * Compose * Ensemble * Notation * Melody * Minor key * Tempo   Blues   * Chord * Blues * 12-bar Blues * Bar * Scale * Blues scale * Bent notes * Ascending scale * Descending scale * Improvisation   South and west Africa   * Improvisation * Call and response * Ostinato * Break * Poly-rhythms * Master drummer * Syncopation * Metronome   Composition to represent the festival of colour   * Graphic score * Dynamics * Vocal composition * Holi * Performance   Looping and remixing   * Backbeat * Loop * Fragment * Notation * Remix   Musical Theatre   * Transitions * Dynamics * Book musical * Jukebox musical * Tempo * Timbre * Set * Costumes * Choreography * Performers | Advanced rhythms   * Beat * Notation * Practise * Rhythm   Dynamics, pitch and texture   * Composition * Group work * Ensemble   Songs of WW2   * Melody * Pitch * Solfa * Counter-melody   Film music   * Graphic score * Composition * Instruments * Performance * Improvise   Theme and variations   * Rhythm * TIKI-TIKI * TI-TIKI * TIKI-TI * Variation   Composing and performing a leavers song   * Four-chord progression * Melody |