

Mortimer Federation of St John's and St Mary's	Progression Documents	Music Curriculum
<u>The National Curriculum</u>		
<u>Purpose of Study</u> 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.		
<u>Aims</u> 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.		
<u>Subject Content: Key Stage 1</u> Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned 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.	<u>Subject Content: Key Stage 2</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.	

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Interrelated Dimensions of Music

Pitch: Refers to how high or low a note sounds.

Duration: Concerns the length of time a note is held or played.

Dynamics: Relates to the variation in volume or loudness of the music.

Tempo: Describes the speed or pace of the music.

Timbre: Refers to the unique quality or tone colour of a musical sound, distinguishing instruments or voices.

Texture: Describes the layers of sound in a piece of music and the relationship between them (e.g., a solo, a duet, or a full orchestra).

Structure: Explains how a piece of music is organized, including its form and sections (e.g., verse-chorus, sonata form).

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Our Intent

- To promote a love of music and singing across a broadened curriculum.
- To respect and understand everyone's opinions of music genres.
- For staff to deliver an inclusive and accessible musical curriculum which develops learning and results in the acquisition on knowledge.
- To generate well-being through music.
- To show local context through showcasing local performers and musicians