

Mortimer Federation of St John's and St Mary's

Mortimer Federation of St John's and St Mary's	Progression Documents	Music Curriculum
The National Curriculum		
<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

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<u>Key Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Listen and Appraise <u>ISYSWS opportunities</u> Appraisal - an act of assessing something or someone and giving opinions.	To listen to a variety of music from differing genre and start to identify 1 or 2 simple style indicators.	To listen with concentration to a variety of music from different styles, traditions and times and offer suggestions for 3 or 4 style indicators.	To listen and evaluate a variety of music from different style, traditions and times and begin to place the music in its historical context.	To listen and evaluate a range of live and recorded music from different styles, traditions, ad times and begin by responding appropriately to the historical, cultural and social context.
	To offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.	To offer more detailed comments about own and others' work and ways to improve; accept and act on feedback using suggestions from others.	To share opinions about own and others' music and be willing to justify these.	To share detailed opinions about own and others' music and be willing to justify these with musical references and suggestions.
	To begin to use musical features and begin to use some basic musical terminology.	To use correct musical language to describe the music and feelings towards it.	To have a more detailed knowledge of correct musical language and use it to describe the music and feelings towards it.	To listen, comment on and discuss with correct musical language, ideas together as a group. Identify and compare musical features.

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Compose <u>ISYSWS opportunities</u> Composition is to create music, evaluating and making improvements.	To begin to experiment with voice, sounds, technology and instruments in creative ways and to explore 1 to 2 new techniques.	To experiment with voice, sounds, technology and instruments in creative ways to explore 2 to 3 new techniques. Introduce musical elements such as dynamics.	To use voice, instruments and technology to create and perform music in an appropriate style.	
	To notate a composition in a simple manner of their own choosing and introduce basic notation. Start to understand basic notation terminology ie, crotchet.	To notate a composition as directed and build upon knowledge of notations ie, crochets and quavers.	To begin to use standard notations (crotchets, quavers, semibreves, rests) to record ideas and notate a composition.	To use a variety of non-standard notations and begin to use standard notations and to record ideas and notate composition.
	To make musical decisions about the pulse and rhythm.	To make musical decisions about the pulse, rhythm and tempo.	To begin to make musical decisions about the pulse, rhythm, tempo and dynamics.	

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Improvise <u>ISYSWS opportunities</u> Improvisation is music which is created spontaneously or without preparation. NB – children should know and feel confident that improvisation has no right or wrong. If children follow the rules of which notes to use for the correct key then they cannot go wrong.	To explore and create simple musical sounds and patterns.	To explore and create simple musical sounds and patterns and begin to improvise music in response to stimulus.	To create music in response to a stimulus, evaluating and making improvements to work.	To improvise music responding to other musicians.
	To improvise using 2 to 3 notes to create simple rhythmic patterns.	To improvise using increasingly complex patterns and create rhythmic patterns.	To begin to create more complex rhythms and melodies and create rhythmic patterns that lead into melodies.	To create more complex rhythms and melodies and create rhythmic patterns that lead into melodies.

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Singing <u>ISYSWS opportunities</u> Ensemble – a group of musicians working together Harmony – two or more notes performed together to make a pleasing sound Unison – two or more voices singing the same part at the same time Canon - a musical form where one or more voices or instruments imitate a melody, entering at different times to create a layered, interwoven sound.	To sing songs with some pitch range with accuracy as an ensemble.	To sing with accuracy in pitch as an ensemble..	To sing with confidence, accurate tuning and a widening range as an ensemble.	To sing with confidence, accurate tuning and wide range as an ensemble.
	To sing partner and call and response songs with attention to correct posture.	To sing partner and call and response songs with attention to correct posture and breathing.	To sing rounds, canon, partner songs and simple two-part songs with attention to posture, breathing and phrasing.	
			To take a solo part in a call and response song or singing games. To sing in simple harmony.	

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Playing <u>ISYSWS opportunities</u> Playing – using a musical instrument to produce sound and create music. Conductor - the leader of a musical ensemble who directs the performance by guiding the musicians' timing, tempo, and interpretation of the music. Technology opportunities can be found through Garage band and other online applications.	To begin to experiment with sounds and instruments in creative ways and to explore new techniques.	To experiment with voice, sounds and instruments in creative ways and to explore new techniques.	To use voice, sounds and instruments in create and perform music in an appropriate style.	To use voice, sounds and instruments in create and perform music in an appropriate style.
	To begin to work together as part of an ensemble/band.	To work together as part of an ensemble/band.	To have a deeper understanding of working together as part of an ensemble/band and appreciate the importance of starting and ending together by learning to follow the conductor and listening.	To work together as part of an ensemble, adding some direction and ideas. To demonstrate musical quality e.g. clear starts and ends, phrases and technical accuracy.
	To practice, rehearse and present performances with some awareness of audience.	To practice, rehearse and present performances with awareness of audience.	To practice, rehearse and present performances with a clear awareness of audience and appreciate that performance can influence how music is presented.	To practice, rehearse and present performances with a deeper understanding and awareness of audience and their needs.