



National Curriculum Progression – Music

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

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.


Key Stage 2 National Curriculum Expectations

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.


Intent

Through the study of music, St. Mary's children will understand that music is a form of expression that can represent different feeling emotions and narratives. They will learn that music is universal and has no boundaries. St. Mary's children will understand that music is deeply rooted in cultural identity; we will encourage them to listen and to appreciate all different forms of music. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.



Implementation

Music is taught by our specialist music teacher and all have the opportunity to learn a string instrument in year 3 as part of our collaboration with the Bromley Youth Music Trust. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.



Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances and extracurricular activities. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

	Key Stage 1	Lower Key Stage 2 (years 3 and 4)	Upper Key Stage 2 (years 5 and 6)
	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sing with good diction; b. begin to be able to sing in tune songs with a limited range; <p>sing in time to a steady beat.</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. name a variety of instruments; b. perform with a good sense of beat and rhythm; c. perform together in an ensemble; d. change the tempo or dynamics while playing an instrument. 	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sing with good diction; b. sing in tune songs with a limited range; c. sing a song with two or more parts; d. perform with expression; e. use correct technique to play instruments 	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sing with good diction; b. sing in tune; c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; d. perform with accuracy and expression, showing an understanding of the context of the music; e. use correct technique to play instruments with improved confidence and accuracy.

LISTENING

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.

Children can:

- a. begin to recognise different genres of music;
- b. begin to recognise instruments being played in a piece of music;
- c. express their opinion about pieces of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

Children can:

- a. find the beat in a piece of music;
- b. explain the tempo, dynamics and duration of a piece of music;
- c. begin to recognise some orchestral instruments in a piece of music.

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children can:

- a. recognise a range of music genres;
- b. recognise instruments being played in a piece of music;
- c. express their opinion about pieces of music using appropriate musical vocabulary;
- d. discuss similarities and differences in pieces of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

Children can:

- a. find the beat in a piece of music;
- b. explain the tempo, dynamics, metre, timbre and duration of a piece of music;
- c. recognise orchestral instruments and describe their effect in a piece of music.

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children can:

- a. recognise a range of music genres (including from around the world) and describe their characteristics;
- b. name a variety of composers and artists associated with different genres of music;
- c. recognise instruments being played in a piece of music;
- d. express their opinion about pieces of music using appropriate musical vocabulary;
- e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

COMPOSING	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> compose a simple tune using three or four notes; create sound effects for a picture or story, thinking about how music can create a mood; write down their compositions using symbols, pictures or patterns 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> compose a tune using eight notes; compose music that has a recognisable structure (beginning, middle and end). 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> create more complex tunes, thinking about their audience; add lyrics to a composition; compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
NOTATION		<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise crotchets, quavers, semibreves and crotchet rests; begin to be able to recognise some notes on a treble clef staff. 	<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise crotchets, quavers, semibreves, crotchet and quaver rests; recognise notes on a treble clef staff; understand that notes are positioned differently on a bass clef; read, and play from, music notation; record their own compositions using music notation.
KNOWLEDGE OF MUSIC		<p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> name some composers and genres of music from different eras. 	<p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> name some composers and genres of music from different eras.