MUSIC KNOWLEDGE & SKILLS PROGRESSION – We are Musicians

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." *Plato*

Our music curriculum inspires creativity and musicality. It engages and inspires pupils to develop a love of music and their talent as musicians. Some sessions are taught by a specialist music teacher and is designed to build on prior knowledge and experience. The curriculum has been designed so that pupils acquire a sequential progression of knowledge and skills taught throughout the school. We place great value in the power of performance and the social and personal development benefits this holds for children. We encourage every child to take part and allow for individual talents to be nurtured and to flourish.

Music is a language and art form which has the power to impact positively on physical and mental wellbeing. Therefore, we value musical engagement for every child. Involvement with music increases their self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Our pupils learn to:

- 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.

A journey through our Music curriculum:

Year 3	**Writing Music Down**	**Playing in a Band**	**Composing using your imagination**	**Learning more Musical Styles**	**Enjoying improvisation**	**Opening Night**
Year 4	**Ukulele**	**Ukulele**	**Compose with your friends**	**Feelings through music**	**Expression & Improvisation**	**The Show Must Go On!**
Year 5	**Melody and Harmony Music**	**Sing and Play in Different Styles**	**Ukulele**	**Ukulele**	**Ukulele**	**Ukulele**
Year 6	**Samba Music Service**	**Samba Music Service**	**Samba Music Service**	**Samba Music Service**	**Samba Music Service**	**Samba Music Service**

What our pupils have experienced - a journey through MIANS KS1 Music Curriculum

National Curriculum – Music – Key Stage 2
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 interrelated 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.

Year 1	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
Year 2	Samba drumming	Samba drumming	Samba drumming	Samba drumming	Samba drumming	Samba drumming

Key Vocabulary to support Musical Elements:

Musical Element	Year 3	Year 4	Year 5/6
Rhythm Metre and tempo	Downbeats, fast (allegro), slow (adagio), pulse, beat	Getting faster (*accelerando*), Getting slower (*rallentando)*	Bar, metre Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so Pentatonic scale, major and minor tonality, pitch range do–do Full diatonic scale in different keys	Pentatonic scale, major and minor tonality, pitch range do–do Full diatonic scale in different keys	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, Chord progression

Texture	Unison, layered, solo Duet, melody and accompaniment Music in 3 parts, music in 4 parts	Duet, melody and accompaniment	Music in 3 and 4 parts

Progression of skills					
		A Year 3 Musician will:	**A Year 4 Musician will:**	**A Year 5 Musician will:**	**A Year 6 Musician will:**
Building Blocks	**Pulse**	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 time using different tempos.	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time. Recognise different tempos and perform with other pupils playing another ostinato to accompany.	On a tuned instrument, perform pieces using time signatures 2/4, 3/4 and 4/4 in contrasting tempos.	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music.
	Rhythm	Perform simple rhythms that use crotchets, quavers and minims.	Perform more extended rhythms that use crotchets, quavers, minims and their rests. Recognise and clap back rhythms using single quaver rests.	Perform pieces which use off-beat and dotted rhythms and single quaver rests.	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos.
	Melody (and notation)	Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers and minims).	Perform from and compose using 5 pitched notes (or 4 chords).	Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.	Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated.
Strands of Learning	**Active Listening**	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard.	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time.	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms.	Talk about the key features of music including tempo, metre, instrumentation and melody. Understand the key features of at least four different types/genres of music.
	Composing and improvising	Create basic 3 note tunes and simple rhythms using crotchets, quavers and minims.	Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns for 4 bars.	Create four bar melodies in different tempos and time signatures that can be performed and include some offbeat rhythms.	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures.
	Performing	Use tuned percussion/melodic instruments as well as the voice to perform 3 note melodies and simple rhythms.	Perform 5 note melodies (4 chords) and more complex rhythms on tuned instruments.	Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms.	Perform confidently and accurately individually and as part of a group.
	Singing	Sing songs and folk rounds whilst accompanied by ostinatos from the group.	Sing pieces in two parts that have melodies and counter-melodies.	Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts.	Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts.

	Year 3	Year 4	Year 5	Year 6
Knowledge of Musical Notation	Crochets Paired quavers Minims Fast (allegro), slow (adagio) Loud (forte) Quiet (piano) Stave, lines and spaces, clef*, reading dot notation ✓ do–me Range of a 3rd	Crochets Paired quavers Minims Rest Fast (allegro), slow (adagio) Getting faster (*accelerando*), getting slower (*rallentando*) Loud (forte) Quiet (piano) ✓ do–so Range of a 5th	Crochets Paired quavers Minims Semi quavers Semibreve Rests Time signatures 2/4 3/ 4 4/4 Fast (allegro), slow (adagio) Getting faster (*accelerando*), getting slower (*rallentando*) Loud (forte) Quiet (piano) ✓ do–do' Range of an octave	Crochets Paired quavers Minims Semi quavers Semibreve Rests Fast (allegro), slow (adagio) Getting faster (*accelerando)*, getting slower (*rallentando*) Loud (forte) Quiet (piano) ✓ do–do' Range of an octave
Charanga Model Music Curriculum		**Norfolk Music Service**	**Charanga Model Music Curriculum**	**Norfolk Music Service**
Autumn 1	**Musical Spotlight:** **<u>Writing Music Down</u>** Children learn to notice long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.	**Ukulele** • Listening and responding to folk music. Can I move to the rhythm and add body percussion? Can I play major and minor and identify when they are played? (NC p26). • Singing repertoire with dynamics forte and piano, crescendo/diminuendo (NC p22). Introduce actions songs and develop anticipation through conducting. Explore 3/4 time. • Compose music on ukuleles that includes written Ostinato (leitmotif's). • Performing a piece in an ensemble with accompanying parts. Play a simple piece as a duet. Use notation. Learn	**Musical Spotlight:** **<u>Melody and Harmony in Music</u>** A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference? **<u>Social theme</u>**: How Does Music Bring Us Together?	**Samba** Listening and responding to musical traditions, England, Brazil (NC p35). • Singing Brazilian repertoire in Brazilain Portuguese with accompanied percussive parts. Introduce syncopation (NC p33). • Compose rhythmic phrases using two tone bells and use rhythms explored from different musical traditions. • Improvise using voice and variety of scales (pentatonic and major) and understand key changes, major and minor.

	Dot Notation – CDE DDD – Compose **Country Style** **Sing – vocal warm up – Acapella – Forte – Piano** **Social Question:** How Does Music Bring Us Closer Together?			• Learning to 'Perform' a solo agogo bell pattern and percussive ensemble piece with a chose
Autumn 2	**Musical Spotlight:** **<u>Playing in a Band</u>** Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the	**Ukulele** • Singing seasonal songs whilst practising vocal and conductor techniques. Introduce harmony and choral sections. • Practice chords CM, Am, G7, GM, Dm, FM, Em. Practice Island strum and look at TAB. • Develop a seasonal concert.	**Musical Spotlight:** **<u>Sing and Play in Different Styles</u>** Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the	• Singing a range of seasonal songs whilst practicing vocal and conductor techniques. Develop harmony and choral sections to be sung within the samba patterns. Involve soloists and duets, call and response with voice and instruments. • Practice conducting samba percussion bateria to peers. • Develop a seasonal concert which involves solos, duets and peer conducting.

	music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds. **Social Question:** What Stories Does Music Tell Us About the Past? Christmas Carols Disco	• Improvise using simple call and response phrases (NC p24) and apply structure. • Learn how Eurhythmics translate to musical notation. Learn how to read chords and understand open ukulele string notes on a stave. • Compose songs using chords and understand the relationship to the key	music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit. **Social Question:** How Does Music Connect Us with Our Past?	• Improvise solo an improvised pattern in 'four beat drop' Compose begin to create a new samba piece- looking at Brazilian regional grooves and basing composition around a regional groove. Include call and response percussion patterns.
Spring 1	**Charanga Scheme –** **Musical Spotlight:** **Composing using your imagination** Musical theme: Composing Using Your Imagination' and learning about all the Foundational Elements of Music with a focus on composition, while working implicitly with all the other elements of music as you go through the steps of the unit. **Social Question:** How Does Music Make the World a Better Place? **Musicals and Pop**	**Charanga Scheme –** **Musical Spotlight:** **Compose with Your Friends** When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.	**Ukulele -** • Listening to popular music genres (Funk, Disco?) (NC p26) and responding with musical ideas/themes. Listening to English folk music and exploring associated traditions (NC p30). Discover common chord progressions associated with folk. • • Compose music to respond to the genre of the chosen piece using acoustic instruments and create lyrics and chord progressions. • Create Singing repertoire in the style of the genre(s) studied.	**Samba** • Listening to Popular music and exploring the cultural background to each genre (NC p34). Discover common chord progressions associated with Cavaquinho in samba music. Look at Monobloco songs. • Compose song section with lyrics in samba groove with additional parts (rhythmic or tuned bells) Singing lyrics and play percussion grooves.

		Social Question: How Does Music Improve Our World? **20th Century Orchestral Pop Folk**		
		Model Curriculum – Planning Spring 2		
Spring 2	**Musical Spotlight:** **Learning more about musical styles** Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit. **Social Question:** How Does Music Help Us Get to Know Our Community?	**Musical Spotlight:** **Feelings through music** **Social Question:** Music is a Universal language – How does music shape the world? **Pop/Rock** Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.	• Practising Performing skills in an ensemble using tuned instruments by reading from the stave, sticks or tab (NC p27). • Create lyrical melody that can be sung along to the strummed music. • Learn to play several parts to a piece of music. Include plucked TAB and strummed chords. Attempt to conduct by memorising sections. • Introduce singing where appropriate.	Samba • Practicing Performing skills in an ensemble and independently using rhythms and sung melodies from notation (NC p32). • Using notation, learn to play and write two tone bell patterns and samba patterns. • Learn to play several parts (rhythm and pulse? Tuned or non-tuned) to a piece of music and perform alongside peers Introduce singing where appropriate

	Orchestra – Music in History			
Summer 1	**Musical Spotlight:** **Enjoying Improvisation** Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat? **Social Question**: How Does Music Make a Difference to Us Every Day?	**Musical Spotlight:** **Expression and Improvisation** Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics. **Social Question:** How Does Music Shape Our Way of Life? **Gospel** **20TH 21ST Century Orchestral**	• Performing as an ensemble/band. Using ukuleles with TAB and Chords, develop repertoire from previous term. Learn dedicated parts in preparation for a concert. • Listening to more music genres and identifying genre from common themes • Develop Singing repertoire by introducing harmony (NC p25).	**Samba** • Performing as an ensemble/band. Using chosen instruments), develop the repertoire from previous term in readiness for end of school concert and transition project. • Listening to NC suggested music genres and identifying genre from common themes Develop Singing and percussion repertoire in readiness for performance (NC p33**).**

Summer 2	**Musical Spotlight:** **<u>Opening Night</u>** Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there! **<u>Social Question:</u>** How Does Music Connect Us with Our Planet?	**Musical Spotlight:** **<u>The Show Must Go On!</u>** Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to. **Social Question:** How Does Music Connect Us with the Environment? **EDM – Music Technology**	• Improvise using acoustic instruments - use a pentatonic scale. Create rhythms that explore the indicative musical features (NC p20/21). • Develop rhythms with structure and accompaniment. • Performing as an ensemble/band. Using tuned instruments and voice, perform the repertoire rehearsed. Play the dedicated parts from stave/Tab/SolFa and/or memory.	Samba • Improvise using using acoustic instruments - use a pentatonic scale. Create rhythms that explore the indicative musical features (NC p20/21). • Develop rhythms with structure and accompaniment. • Performing as an ensemble/band. Using tuned instruments and voice, perform the repertoire rehearsed. Play the dedicated parts from stave/Tab/SolFa and/or memory Performing a piece of music to an audience.

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a musician:

Music Producer, Music Therapist, Musician, Secondary School Teacher, Sound Designer, Sound Engineer, Sound Technician, Television Production Assistant, Programme Researcher.

Our feeder high school snapshot Music curriculum:

Jane Austin: Learning to read music Rhythm, Pitch and Tone Keys	Open Academy: Musical Elements The Orchestra African Drumming

Triads and Time Signatures Keys Harmonies, Scales and Sequences Harmonic Minor, Tonic Triads, Broken Chords.	Fanfares Dance/Folk Music
Sprowston Community Academy: Keyboard skills Making melodies Samba drumming Intro to Ukulele Band Skills Finding your voice	
CNS: Introduction to performance Introduction to ensemble performance Introduction to composition	• City Academy: • Popular song • Music of the Caribbean • Hooks and riffs • Dance music • Classical remix • Samba • African drumming • Music of India • Ballads • Rock and roll • Creating a band • Music for film • Keyboard skills
Ormiston Victory Academy: **The elements of music:** We will look at how music is made – pitch, tempo, dynamics, texture and timbre. We will also learn about Beethoven and Britten **Feel the beat!** We will look at Beat, rhythm and pulse whilst learning basic notation. Activities will include chair drumming, and body percussion. **Highs and lows:** In this unit, we will learn the notes of the treble stave and learn to transfer this to being playing melodies on the keyboard. **Variations:** This unit will look at form and structure in the form of theme and variation. Frere Jacques and Pachelbel's famous canon will form the basis of our work. **Meet the orchestra!** We will look at the instruments in an orchestra. Learning about each instrument, it's timbre and the family it belongs to. We will listen to programme music – music which has been composed to tell a story, and we will look at the role of a conductor.	Sewell Park Academy: Music makers Music and movies Band skills
Hellesdon High School: Ukulele and guitar skills Introduction to Digital Audio Workstation Piano Skills Virtual Band	Notre Dame High School: Building Bricks: Elements of Music and Graphic Scores Building Bricks: Instruments of the Orchestra, History of Western Classical Music and Introduction to the Ukulele I've Got Rhythm: Body Percussion and Chair Drumming

Musicals Composing with chords	I've Got Rhythm: Djembe Drumming Medieval Music and its Catholic links and Western Classical notation Developing the Voice
Thorpe St Andrew School: Instrumental skills An introduction to classical music Music for film What is music World music	