

**High Ercall Primary School
Progression in Music**

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Subject Lead: Lauren Fletcher

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Curriculum Intent:

What does Music look like at High Ercall?

As stated in the 2021 Model Music Curriculum, 'music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging'. At High Ercall, we want music to be approached with this in mind, linking with our key drivers and 5Rs: to promote positive learning through building resilience while creating opportunities for active learning and diversity. We believe that as music reflects the culture and society that we live in, so the teaching and learning of music should reflect this.

The intent of our Music curriculum is to:

At High Ercall, we want to make music an enjoyable and fun learning experience, through whole school singing, ensemble playing, experimenting with the creative process and through a love of listening to pieces of music, whether performed by peers or recorded. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. We want our teaching to focus on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children will learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music across a wide variety of historical periods, styles, traditions, and musical genres. We want children to develop descriptive language skills in music lessons while learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

All musical learning in our scheme is structured around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all our learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning). Over time, children can both develop new musical skills and concepts. They can re-visit established musical skills and concepts as they travel along the learning journey. Repeating a musical skill does not necessarily mean their progress is slowing down or their development is moving backwards! It is just shifting within the learning spiral.

We believe that through a variety of activities an understanding of the interrelated dimensions of music will be understood. We believe in ensuring opportunities are built in for the children to revisit and refine their appreciation and understanding of a wide range of high-quality live and recorded music thus enhancing their learning. We want learning to take place through games where children are encouraged to explore and create. By providing opportunities, we want all children to create, play, perform and enjoy music. They can develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music. We believe that music plays an important part in bringing communities together.

Our curriculum has been built to include our key curriculum drivers:

- our school values, the 5Rs
- the role of active learning
- building our children's understanding of diversity.

In their time at High Ercall, we ensure the children access a wide variety of music and well mapped out resources to support this broader development and disciplinary knowledge. In our curriculum we have also considered the **journey of a child through the school**, so that our curriculum is progressive even when a child remains in a class for 2 years. Each class has a two-year rolling programme for their Music curriculum.

What do we want children to be able to do by the end of Year 6?

As stated in the National Curriculum, by the end of Year 6, pupils should be developing a critical engagement with music, allowing them to compose, and to listen with discrimination to the best quality of live or recorded music.

The National Curriculum for music aims to ensure that all pupil should be encouraged 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.

How will this support the children in lifelong learning?

It is essential that by the end of their time at High Ercall in Year 6, our pupils understand music with confidence and enjoyment in a range of musical genres, to use their knowledge and skills in any subject in their secondary education. It is also essential for us that our children have developed the knowledge of musical instrument, musical genres and an understanding of the dimensions of music.

Curriculum Targets: At High Ercall School, we follow the National Curriculum expectations and expect that our pupils will have met or exceeded the expected standards for the end of key stage. We want our children to:

- develop creativity and imagination;
- produce musical pieces, exploring their own ideas as well as others;
- become confident singers, composers, and performers;

- evaluate and analyse music using musical terms and notation
- know about great musicians and composers and the historical and cultural development of their work;
- have knowledge and understanding of how music has contributed to our history and contributes to our cultural capital, creativity and wellbeing.

Links with reading and writing	Appropriate resources for children to research into the works of famous musicians and composers and their inspirations.	Links to school key drivers	Resilience: Children are encouraged to investigate, practise and develop their ideas and reflect on their final pieces.
	Use songs and images as a starting point for singing.		Outdoor Learning: Where appropriate, children are given the opportunity to use the outdoor environment as an opportunity to perform
	Use their own notation to develop an understanding of written musical notation		
			Diversity: Using a range of genres, musicians and cultures, we aim to offer children a diverse experience of music.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	To sing along with a pre-recorded song and add actions. To sing along with a backing track. To know that songs have sections.	Sing within a limited pitch range and begin to understand: The importance of working together in an ensemble or as part of a group. How important it is and why we warm up our voices. How to join in and stop as appropriate - learn how to follow a leader/conductor. How melody and words should be interpreted. How to sing with good diction. How to perform with a good sense of pulse and rhythm.	Sing within a limited pitch range and deepen their understanding of: The importance of working together in an ensemble or as part of a group. How important it is and why we warm up our voices. How to join in and stop as appropriate - learn how to follow a leader/conductor. How melody and words should be interpreted. How to sing with good diction. How to perform with a good sense of pulse and rhythm.	Sing in tune within a limited pitch range and continue to understand: The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate – continue to follow a leader/conductor confidently. How melody and words should be interpreted. How to sing with good diction.	Sing in tune within a limited pitch range and continue to understand in greater depth: The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate - continue to follow a leader/conductor confidently. How melody and words should	Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?	Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?

				How to perform with a good sense of pulse and rhythm.	be interpreted. Try to match your performance of the song to how the music sounds i.e. start to think musically. How to sing with good diction. How to perform with a good sense of pulse and rhythm		
Listen and Appraise	To know ten nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To enjoy moving to music by dancing, marching, being animals or Pop stars.	Have fun finding the pulse together and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. recognise the sound of the musical instruments used. The purpose of the song and context within history. How music makes them feel. About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. They will start to use correct musical language and describe how the music makes them feel through discussion.	Begin to recognise very basic style indicators and start to recognise different instruments. Have fun finding the pulse together and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. They will begin to recognise the sound of the musical instruments used. Basic musical structure. The purpose of the song and context within history. How music makes them feel. About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. They will start to use correct musical language and describe how the music makes them feel through discussion.	The children will begin to recognise very basic style indicators and start to recognise different instruments. Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. They will continue to recognise the sound of the musical instruments used and basic musical structure. They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. The purpose of the song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.	Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. They will continue to recognise the sound of the musical instruments used and basic musical structure. The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. The purpose of the song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music.	When listening to the music, find and internalise the pulse using movement. Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. Use correct musical language consistently to describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group. Discuss other dimensions of music and how they fit into the music you are listening to.	Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. Find the pulse confidently and innately, of the music they are listening to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.

					The children may give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.		
Compose		<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create sound effects and short sequences of sounds – combine to make a story, playing classroom instruments.</p> <p>Know the difference between pitch patterns and rhythm patterns.</p> <p>Recognise graphic notation can represent sounds and invent their own.</p>	<p>Continue to explore and understand the differences between composition and improvisation.</p> <p>Continue to create your own simple melodies within the context of the song that is being learnt.</p> <p>Compose using one, two or three notes.</p> <p>Record the composition in any way appropriate.</p> <p>Notate music in different ways, using graphic/video, ICT.</p> <p>Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations</p>	<p>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <p>Listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</p>	<p>Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <p>Listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Create your own more complex melodies within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</p> <p>Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Record the composition in any way appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>
Performing	Perform any of the nursery rhymes by singing and adding actions or dance.	Start to learn to play together in a band or ensemble. Join in and stop as appropriate.	Continue to learn to play together in a band or ensemble. Join in and stop as appropriate and more confidently. Continue to respond to simple	Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to	Continue to perform together with confidence in an ensemble/band with an increasing	Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and	Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.

	<p>Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about</p>	<p>Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Learn to play your instrument correctly and treat it with respect.</p>	<p>musical cues such as starting and stopping. Follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Continue to learn to play your instrument correctly and treat it with respect.</p>	<p>improve your performance. Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. Do all of this in front of an audience with more understanding of their needs. Learn about performance and building confidence. Understand about practice. Record your performance and learn from watching it back.</p>	<p>understanding of how to improve your performance. Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. Do all of this in front of an audience with more understanding of their needs. Learn about performance skills and building confidence. Understand in more depth about practice and why we do it. Record your performance and learn from watching it back.</p>	<p>understanding of the song/piece, through the performance. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>	<p>Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
Vocabulary		<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, pentatonic scale,</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style,</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, syncopation, structure, tune/head, note values, note names, pulse, rhythm, solo, ballad, verse, interlude, strings, piano, guitar, bass, drums, melody, cover, synthesizer, deck, backing</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, civil rights, gender equality, unison, harmony.</p>

				imagination.	rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	loops, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, bass line, brass section, harmony, melody.	
Interrelated dimensions of music	<p>Pulse – the regular heartbeat of the music; its steady beat.</p> <ul style="list-style-type: none"> ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Dynamics – how loud or quiet the music is. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol. 						