

Subject Information:

How we teach music in our Heritage Coast Federation





Heritage Coast Federation Music Progression

Learn, Perform, Experience, Enjoy

Intent

In our Heritage Coast Federation, the intention of our music curriculum is first and foremost to help children to feel that they are musical. In the same way that we teach children literacy and numeracy to prepare them for adult life, we must also give them musical tools they need for a life time of music making and enjoyment. Starting on the premise that all children are musicians we will spark children's musical curiosity, developing their ability and interest. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners.

Children will develop the musical skills of singing, played tuned and un-tuned instruments, improvisation and composing music, and listening and responding to music. They will develop an understanding of history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision making and presentation and performance skills. These skills are vital to children's development as learns and have a wider application in their general lives outside and beyond school.

Implementation

Music is taught as a discrete subject following the '*Kapow Primary Music Scheme*' which takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The History of Music
- The Inter-related Dimensions of Music

Each five –lesson unit of work combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the curriculum delivery, children will be taught how to sing fluently and expressively, and play tuned and un-tuned instruments accurately with control. They will learn to recognise and name the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics- and use these in their own improvisations and compositions. In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Instrumental lessons for LKS2 complement the scheme of work and allow pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the model music curriculum.

The '*Kapow Primary Music Scheme*' follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, musical notations and the interrelated dimensions of music.



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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, extra-curricular activities and opportunities suggested in lessons/overviews for wider learning. 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.

Pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary educations and to be able to enjoy and appreciate music throughout their lives.

The expected impact of our music curriculum is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of year expectations outlined in the national curriculum for music.

The impact of the '*Kapow Primary Music Scheme*' can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

- Our National Curriculum Mapping Document show which units of cover each of the curriculum targets as well as each strand within it.
- Our Progression of skills and knowledge document shows skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.



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Learners in EYFS:

This page demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Reception	Communication and Language	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	• Combine different movements with ease and fluency.
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.



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Listening

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. - Exploring the story behind the lyrics or music. - Listening to and following a beat using body percussion and instruments. *Considering whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and matching them to the object or instrument. *Listening to sounds and identifying high and low pitch. - Listening to and repeating a simple rhythm. - Listening to and repeating simple lyrics. - Understanding that different instruments make different sounds and grouping them accordingly.	- Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). - Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. - Describing the differences between two pieces of music. - Expressing a basic opinion about music (like/dislike). - Listening to and repeating short, simple rhythmic patterns. - Listening and responding to other performers by playing as part of a group. *Recognising timbre changes in music they listen to. - Recognising structural features in music they *listen to. - Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. - Identifying melodies that move in steps. - Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). - Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. - Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). - Identifying common features between different genres, styles and traditions of music. *Recognising, naming and explaining the effect of the interrelated dimensions of music. *Identifying scaled dynamics (crescendo/deceleration) within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.



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Composing

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
- Playing untuned percussion 'in time' with a piece of music. - Selecting classroom objects to use as instruments. - Experimenting with body percussion and vocal sounds to respond to music. - Selecting appropriate instruments to represent action and mood. - Experimenting with playing instruments in different ways.	- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Combining instrumental and vocal sounds within a given structure. - Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. - Creating a simple graphic score to represent a composition - Beginning to make improvements to their work as suggested by the teacher. - Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. - Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. - Using letter name and graphic notation to represent the details of their composition. - Beginning to suggest improvements to their own work.	- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion, and looping. *Creating a piece of music with at least four different layers and a clear structure. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.	- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Improvising coherently within a given style *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Using staff notation to record rhythms and melodies. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary.



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Performing

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
- Using their voices to join in with well-known songs from memory. - Remembering and maintaining their role within a group performance. - Moving to music with instruction to perform actions. - Participating in performances to a small audience. - Stopping and starting playing at the right time.	- Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. - Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. - Copying back short rhythmic and melodic phrases on percussion instruments. *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. - Performing from graphic notation. *Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). - Singing short songs from memory, with melodic and rhythmic accuracy. - Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. - Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. *Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. - Playing syncopated rhythms with accuracy, control and fluency.	- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Performing with accuracy and fluency from graphic and simple staff notation. - Playing a simple chord progression with accuracy and fluency. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions.



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History of Music (KS2 Only)

Year 3 and 4

- Understanding that music from different times has different features. *(Also part of the Listening strand)*
- *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. *(Also part of the Listening strand)*

Year 5 and 6

- *Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. *(Also part of the Listening strand)*
- *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. *(Also part of the Listening strand)*



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The Interrelated Dimensions of Music

EYFS		Year 1 and 2	
Pitch	To understand that what 'high' and 'low' notes are.	- To understand that pitch means how high or low a note sounds. - To understand that 'tuned' instruments play more than one pitch of notes. - To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. - To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	
Duration	To recognise that different sounds can be long or short.	- To know that rhythm means a pattern of long and short notes. - To know that 'duration' means how long a note, phrase or whole piece of music lasts. - To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	
Dynamics	To understand that instruments can be played loudly or softly.	- To know that dynamics means how loud or soft a sound is. - To understand that sounds can be adapted to change their mood, eg through dynamics. - To know that dynamics can change the effect a sound has on the audience.	
Tempo	- To recognise music that is 'fast' or 'slow'. - To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	- To know that the 'pulse' is the steady beat that goes through music. - To know that tempo is the speed of the music. - To understand that the tempo of a musical phrase can be changed to achieve a different effect.	
Timbre	To know that different instruments can sound like a particular character.	- To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. - To know that my voice can create different timbres to help tell a story. - To know that musical instruments can be used to create 'real life' sound effects. - To understand an instrument can be matched to an animal noise based on its timbre.	
Texture	To know that music often has more than one instrument being played at a time.	- To know that music has layers called 'texture'. - To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	
Structure	To recognise the chorus in a familiar song.	- To know that a piece of music can have more than one section, eg a verse and a chorus. - To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	
Notation	To know that signals can tell us when to start or stop playing.	- To understand that music can be represented by pictures or symbols. - To know that 'notation' means writing music down so that someone else can play it - To know that a graphic score can show a picture of the structure and / or texture of music.	



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The Interrelated Dimensions of Music

Year 3 and 4		Year 5 and 6	
Pitch	- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that a glissando in music means a sliding effect played on instruments or made by your voice. - To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	- To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. - To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. - To know that the Solfa syllables represent the pitches in an octave. - To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. - To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. - To know that a melody can be adapted by changing its pitch.	
Duration	- To know that different notes have different durations, and that crotchets are worth one whole beat. - To know that written music tells you how long to play a note for. - To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. - To know that a motif in music can be a repeated rhythm.	- To know that 'poly-rhythms' means many different rhythms played at once. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. - To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. - To know that a quaver is worth half a beat.	
Dynamics	- To know that the word 'crescendo' means a sound getting gradually louder. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. - To know that a melody can be adapted by changing its dynamics.	
Tempo	To know that playing in time means all performers playing together at the same speed.	- To understand that a slow tempo can be used to make music sound sad. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. - To know that a melody can be adapted by changing its dynamics, pitch or tempo.	
Timbre	- To understand that the timbre of instruments played affect the mood and style of a piece of music. - To know that grouping instruments according to their timbre can create contrasting 'textures' in music. - To understand that both instruments and voices can create audio effects that describe something you can see.	- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	
Texture	- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To understand that harmony means playing two notes at the same time, which usually sound good together.	- To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	



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Structure	• To know that in a ballad, a 'stanza' means a verse. • To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	• To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	• To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • To know that 'performance directions' are words added to music notation to tell the performers how to play.	• To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • To know that chord progressions are represented in music by Roman numerals.