

Progression of Skills in Music

Our Aims:

At Barrington, it is our aim to ensure the teaching of musical knowledge, concepts and skills are part of a broad and balanced curriculum, based on the skills of:

- singing and performing
- composing
- listening and responding to live and recorded music

In order to deepen their skills as musicians, pupils will be shown a variety of instruments and music and asked about how they help us to engage emotionally and physically. They will be taught how to respond to music compositions and musical sounds so they can create and compose their own musical ideas and compositions with an increasing level of independence and recording as they move throughout their school career. Children are encouraged to identify and play a selection of instruments, their sounds, patterns and contrasts in music spanning a range of genres and use them to combine a range of instruments and voice/body to create percussive and melodic compositions.

Children will learn about a wide range of musical periods and of significant composers throughout Britain and the world. They will be encouraged to sing regularly with a view to perform at least annually to a wider audience.

The vocabulary children use to discuss music will be built on each year so that by the time they leave Barrington Primary School they will have a secure and extensive knowledge to allow them to communicate effectively as musicians.

INTENT							
	EYFS	Year 1/2		Year 3/4		Year 5/6	
Knowledge	<p>Pupils should be taught about: building a repertoire of songs and dances exploring the different sounds of instruments representing their own ideas, thoughts and feelings through art, music, dance, role play and stories.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • using their voices expressively and creatively by singing songs and speaking chants and rhymes • playing tuned and untuned instruments musically • listening with concentration and understanding to a range of high-quality live and recorded music • experimenting with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Pupils should be taught about: Singing and playing musically with increasing confidence and control. Developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvising and composing music for a range of purposes using the inter-related dimensions of music Listening with attention to detail and recall sounds with increasing aural memory Using and understanding staff and other musical notations Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Developing an understanding of the history of music.</p>			
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and performing – performing skills	<p><u>ELGs:</u></p> <p><u>Self Confidence and Self Awareness:</u></p> <ol style="list-style-type: none"> 1. Children are confident to try new activities. 2. They are confident to speak in a familiar group. 3. They will talk about their ideas. 4. They will choose the resources they need for their chosen activities. 5. They say when they do or don't need help. 	<p>Use their voice with increasing expression by singing simple songs and speaking chants and rhymes</p> <p>Play a selection of tuned and untuned instruments</p> <p>Begin to play and perform with others, with increasing awareness of starting and finishing, plus keeping a beat.</p>	<p>use their voices expressively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments</p> <p>rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].</p>	<p>Singing and playing musically with increasing confidence and control.</p> <p>Developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Singing in a group with increasingly musicality, hearing when notes change</p> <p>Playing and performing instruments with increasing control and accuracy</p>	<p>Singing a range of songs and chants with increasing enjoyment and expression with confidence in groups and as a solo</p> <p>Playing a range of instruments showing increasing accuracy and expression</p>	<p>Singing a range of songs with increasing enjoyment and expression with confidence and musical control, both in a group and as a solo</p> <p>Create compositions using notation and symbols to practise and perform in groups</p>
Creating and developing musical ideas - composing skills	<p><u>Understanding the World:</u></p> <ol style="list-style-type: none"> 1. Children recognise that a range of technology is used in places such as homes and schools. 	<p>Begin to join in with and repeat simple musical patterns</p>	<p>create musical patterns</p> <p>explore, choose and organise sounds and musical ideas.</p>	<p>Copy, create and improvise musical patterns to compose new rhythms and melodies</p>	<p>With increasing confidence, practise and perform simple compositions using a range of instruments</p> <p>Copy, create and improvise musical patterns to compose new rhythms and melodies</p>	<p>Practising and performing group simple compositions with increasing accuracy</p> <p>Use rhythm and melody patterns to compose new music</p>	

Hearing and listening	<p><u>Expressive Arts and Design:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Begin to express ideas about a range of types of music through movement, dance and express feelings in musical language</p> <p>Begin to improve their work, drawing on other's experiences</p> <p>Discuss their ideas in a variety of ways</p>	<p>explore and express their ideas and feelings about music using movement, dance and expressive and musical language</p> <p>make improvements to their own work. Generate ideas by drawing on their own and other people's experiences</p>	<p>Listen and respond to a range of music, using a range of media to express feelings</p> <p>Respond to a range of music throughout the ages eg. Ravel Bolero, Vivaldi Four seasons,</p>	<p>Listen and respond to a range of music, using a range of media to express feelings eg. dramatic TV/film music</p> <p>Respond to a range of music throughout the ages eg. Bach, Mozart, Debussy</p>	<p>Listen and respond to a range of music, using a range of media to express feelings eg. tv adverts – music used</p> <p>Respond to a range of music throughout the ages LINK WITH HISTORY</p>	<p>Listen and respond to a range of music, using a range of media to express feelings focussing on John Williams – Star Wars, Jaws, Jurassic Park etc</p> <p>Respond to a range of music throughout the ages LINK WITH HISTORY?</p>
Responding and reviewing - appraising skills	Songs linked to Collective worship themes to inspire and encourage spiritual reflection	<p>In discussion with others, suggest ways to change and improve their work</p>	<p>explore and express their ideas and feelings about music using movement, dance and expressive and musical language</p> <p>make improvements to their own work.</p>	<p>explore and express their ideas and feelings about music using movement, dance and expressive and musical language</p> <p>make improvements to their own work by suggesting ways to change the instrumentation or melody for example</p>	<p>explore and express their ideas and feelings about music through dance, art and musical language</p> <p>make improvements to their own work by suggesting ways to change the instrumentation, melody and/ or rhythm</p>	<p>Confidently express their ideas and feelings about music in a variety of ways</p> <p>make improvements to their own work by suggesting ways to change the instrumentation, melody and/ or rhythm</p>	<p>Confidently express their ideas and feelings about music in a variety of ways, asking questions to find out more</p> <p>make improvements to their own work by suggesting ways to change the instrumentation, melody and/ or rhythm</p>
Listening, and applying knowledge and understanding		<p>Begin to listen and recall sounds from memory Know how sounds change in terms of pitch, length, volume, speed and instruments playing</p> <p>Explore how sounds can be made in different ways including body percussion and tuned instruments</p> <p>Listen to a range of music used for specific purposes eg dance, film music to heighten tension, for helping to create calm, peaceful head space</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p>	<p>to listen with concentration and to internalise and recall sounds with increasing aural memory how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end] how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols how music is used for particular purposes [for example, for dance, as a lullaby].</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p>	<p>Listen and recall simple melodies and rhythms and begin to notate them with symbols</p> <p>Begin to understand the history of music through periods of history (African chanting, Impressionism – Debussy)</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p>	<p>Listen and recall simple melodies and rhythms and begin to notate them with symbols and musical stave notes</p> <p>Begin to understand the history of music through periods of history (Tudors –Greensleeves)</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p>	<p>Listen and recall simple melodies and rhythms and begin to notate them with symbols and musical notation using the treble clef</p> <p>Understand how music has changed through periods of history – World war 2 jazz, LINK WITH HISTORY</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p>	<p>Listen and recall simple melodies and rhythms and begin to notate them with symbols and musical notation using the treble clef</p> <p>Understand how music has changed through periods of history – World war 2 jazz, LINK WITH HISTORY</p> <p>Songs linked to Collective worship themes to inspire and encourage spiritual reflection</p>

Technical Vocabulary	Pattern, rhythm, conductor, beat	Percussion, tuned percussion, untuned percussion, pitch, length, volume, speed and instruments, composition	pitch, duration, dynamics, tempo, timbre, texture, instruments, melody	Tonguing, slurring, finger holes, woodwind, brass, strings,	Treble clef, bass clef	Accent, staccato, notation	syncopation
	IMPLEMENTATION and MUSICAL OPPORTUNITIES						
	Nativity play	Availability of Rock Steady, individual instrumental lessons, performing to local village groups, choir performances at Kings College, Cambridge and O2 Young Voices singers, Nativity play	Availability of Rock Steady, individual instrumental lessons, performing to local village groups, choir performances at Kings College, Cambridge and O2 Young Voices singers, Summer production				
IMPACT							
Assessment opportunities	Can the child join in with singing in a group? Can the child keep a steady beat?	Can the child play an instrument with increasing musicality? Can the child sing a simple melody? Can the child listen to a range of music and respond expressively?					