



Boorley Park School

Music

Overview and Progression

Aims

The aim of our Music curriculum is to inspire children with the power of music. They explore different kinds of music and develop their own preferences and opinions for the styles of music they like. They develop good listening skills and are able to discuss what they have heard, drawing on a wide range of experiences and understanding. Children learn about how music has been used to communicate emotions and messages, both now and in the past, and have opportunities to compose their own music.

Children develop their own talents as musicians, learning about the different dimensions of music, different instruments (including those from other cultures) and how to read music. They take part in live performances, developing their self confidence and communication skills.



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Music

Subject Content: Early Years

Reading - Comprehension

Early Learning Goal

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Expressive Arts and Design – Being Imaginative and Expressive

Early Learning Goal

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.



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Music

Subject Content: KS1 and KS2

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.



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Progression in Skills Performing

| KS1 (Years 1 and 2) | Lower KS2 (Years 3 and 4) | Upper KS2 (Years 5 and 6) |
|---|---|---|
| <p>Pupils are 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"> • sing with good diction; • begin to be able to sing in tune songs with a limited range; • sing in time to a steady beat. | <p>Pupils are 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"> • sing with good diction; • sing in tune songs with a limited range; • sing a song with two or more parts; • perform with expression; • use correct technique to play instruments. | <p>Pupils are 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"> • sing with good diction; • sing in tune; • sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; • perform with accuracy and expression, showing an understanding of the context of the music; • use correct technique to play instruments with improved confidence and accuracy. |
| <p>Pupils are taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name a variety of instruments; • perform with a good sense of beat and rhythm; • perform together in an ensemble; • change the tempo or dynamics while playing an instrument. | | |



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Progression in Skills

Listening

| KS1 (Years 1 and 2) | Lower KS2 (Years 3 and 4) | Upper KS2 (Years 5 and 6) |
|---|--|--|
| <p>Pupils are be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ul style="list-style-type: none"> begin to recognise different genres of music; begin to recognise instruments being played in a piece of music; express their opinion about pieces of music. | <p>Pupils are taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics and duration of a piece of music; begin to recognise some orchestral instruments in a piece of music. | <p>Pupils are taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics, metre, timbre and duration of a piece of music; Recognise orchestral instruments and describe their effect in a piece of music. |
| | <p>Pupils are 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> Recognise a range of music genres; Recognise instruments being played in a piece of music; Express their opinion about pieces of music using appropriate musical vocabulary. Discuss similarities and differences in pieces of music. | <p>Pupils are 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> Recognise a range of music genres (including from around the world) and describe their characteristics; Name a variety of composers and artists associated with different genres of music; Recognise instruments being played in a piece of music Express their opinion about pieces of music using appropriate musical vocabulary. Discuss similarities and differences in pieces of music and explain how composers and performers achieve this. |



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Progression in Skills Composing

| KS1 (Years 1 and 2) | Lower KS2 (Years 3 and 4) | Upper KS2 (Years 5 and 6) |
|--|--|--|
| <p>Pupils are taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none">• Compose a simple tune using three or four notes.• Create sound effects for a picture or a story, thinking about how music can create mood.• Write down their compositions using symbols, pictures or words. | <p>Pupils are taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none">• Compose a tune using eight notes.• Compose music that has a recognisable structure (beginning, middle and end). | <p>Pupils are taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul 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, end) that shows variation in timbre and dynamics. |



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Progression in Skills Notation

| KS1 (Years 1 and 2) | Lower KS2 (Years 3 and 4) | Upper KS2 (Years 5 and 6) |
|---------------------|--|--|
| | <p>Children are taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul 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>Children are taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none">• Recognise crotchets, quavers, semibreves and crotchet rests;• Recognise some notes on a treble clef staff.• Understand that notes are positioned differently on a bass clef.• Read and play music from music notation.• Record their own compositions using music notation. |



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Progression in Skills Knowledge of Music

| KS1 (Years 1 and 2) | Lower KS2 (Years 3 and 4) | Upper KS2 (Years 5 and 6) |
|---------------------|---|---|
| | <p>Children are taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none">• Name some composers and genres of music from different eras. | <p>Children are taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none">• Name some composers and genres of music from different eras.• Name different musical periods. |