

Bailey Green Coverage of National Curriculum Foundation Subject Objectives and Progression of Skills.

Children will be offered opportunities to learn an instrument over a sustained period and children identified as 'exceeding' will be signposted to additional instrumental tuition. School uses '**Kapow**' as their preferred scheme of work.

Music – KS1

The national curriculum for music aims to ensure that all pupils:

- **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.

Objective	Covered by and when	Skills taught and practised.
1) Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Y1 Aut 1 – Pulse & Rhythm, Sum 2 – Vocal & Body Sounds	Sing songs, speak chants and rhymes, starting to use voices expressively. Rehearse and perform with others – whole school, class and groups.
	Y2 Aut 1 – African Call and Response, Spring 1 – Musical Me, Sum 1 – Myths & Legends	Sing songs, speak chants and rhymes, using voices expressively. Rehearse and perform with others – whole school, class and groups. Start and finish together and keep to a steady rhythm.
2) Pupils should be taught to play tuned and untuned instruments musically	Y1 Spr 2 – Timbre & Rhythmic Patterns, Sum 1 – Pitch & Tempo	Explore the sounds made by instruments and sounds around them in the environment. Play untuned instruments, name and know how to care for them.
	Y2 Aut 2 – Orchestral Instruments, Spring 1 – Musical Me, Spring 2 – Dynamics, Timbre, Tempo and Motifs, Sum 1 – On the Island, Sum 2 – Myths & Legends	Explore the sounds made by instruments and sounds around them in the environment. Play untuned and tuned instruments, name and know how to care for them. Use body percussion combined with instruments.
3) Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	Y1 Aut 2 Classical Dynamics & Tempo, Spring 1 - Musical Vocabulary	Listen to short pieces with growing concentration, recall sounds such as repeated rhythms and phrases. Know how the musical elements can be combined such as loud and quiet, fast and slow, high and low. Know how sounds can be made in different ways e.g. listen to a rhythm and clap, stamp etc to repeat it.
	Y2 Aut 2 – Orchestral Instruments, Spring 1 – Musical Me, Spring 2 – Dynamics, Timbre, Tempo and Motifs, Sum 1 – On the Island, Sum 2 – Myths & Legends	Listen to short pieces with growing concentration demonstrating increasing aural memory, recall sounds such as repeated rhythms and phrases. Know how sounds can be made in different ways e.g listen to a rhythm and clap, stamp etc to repeat it. Know how to use instruments to create different effects e.g. how to make long and short sounds on different instruments. Know that music can be used for different purposes and to create different moods.

<p>4) Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Y1 Spring 2 – Timbre & Rhythm Patterns, Sum 1 – Pitch & Tempo</p>	<p>Create simple rhythmic patterns – clapping names for people or objects, use body percussion. Choose and organise sounds from a range provided by the teacher. Invent own signs and symbols to record compositions.</p>
	<p>Y2 Aut 1 – African Call & Response, Aut 2 – Orchestral Instruments, Spring 1 – Musical Me, Spring 2 – Dynamics, Timbre, Tempo and Motifs, Sum 1 – On the Island, Sum 2 – Myths & Legends</p>	<p>Create simple rhythmic and musical patterns – create and repeat a sequence of sounds. Choose and organise sounds freely from a wider range of tuned and untuned percussion and environmental sounds. Know how the musical elements can be combined such as loud and quiet, fast and slow, high and low. Use ICT to compose short pieces.</p>

Music – KS2

The national curriculum for music aims to ensure that all pupils:

- **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.

Objective	Covered by and when	Skills taught and practised.
1) 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.	Y3 Aut 1 – Ballads, Spring 1 – Developing Singing Techniques, Spring 2 – Pentatonic Melodies & Composition, Sum 1 –Jazz, Sum 2 – Traditional Instruments & Improvisation.	Sing songs in unison with increasing control of pitch. Play untuned and tuned instruments with increasing control and rhythmic accuracy e.g. start to keep a steady base beat. Rehearse and perform with others. Present work to other groups or another class, using appropriate control.
	Y4 Aut 1 Rock & Roll, Aut 2 – Haiku Music & Performance, Spr 1 – Changes in Pitch, Tempo and Dynamics, Spr 2 – Adapting & Transposing Motifs, Sum 1 – Body & Tuned Percussion, Sum 2 – Samba & Carnival Rhythms	Sing songs, in unison and two parts with increasing control of pitch and expression. Play untuned and tuned instruments with control and rhythmic accuracy e.g. start to keep a steady base beat and holding notes for full values. Rehearse and perform in small groups and whole class. Present work to other groups or another class, using appropriate volume control.
	Y5 Aut 1 – Composition Notation, Spr 1 –South & West Africa, Spr 2 –Composition to Represent the Festival of Colour, Sum 2 –Musical Theatre	Sing songs, in unison and two parts with clear diction. Demonstrate an increasing control of pitch and expression. Sing as part of a large or small group and be able to sing different parts of a song. Play untuned and tuned instruments with increasing control and rhythmic accuracy e.g. keep a steady base beat and holding notes for full values. Rehearse and perform with others with an awareness of the audience. Evaluate work from the point of view of the audience.
	Y6 Aut 1 – Songs of World War 2, Aut 2 – Film Music. Spr 1 – Coast, Spr 2 – Pop Art, Sum 1 – Advanced Rhythms, Sum 2 – Leavers Songs	Sing songs, in unison and two parts with clear diction and a sense of phrase. Demonstrate an understanding of the importance of controlling pitch and expression. Sing as part of a large or small group or individually, and sing more than one part. Play untuned and tuned instruments with increasing control

		<p>and rhythmic accuracy being able to incorporate rest and silence.</p> <p>Rehearse and improve performances, showing an awareness of the audience.</p> <p>Evaluate work and identify points for improvement.</p>
<p>2) Pupils should be taught to improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>Y3 Spring 1 – Developing Singing Techniques, Sum 2 – Traditional Instruments & Improvisation.</p>	<p>Explore musical ideas and structures such as the A, B, A pattern.</p> <p>Combine and organise musical ideas to create a performance with more than one performer.</p> <p>Compare sounds – pitch, volume etc.</p> <p>Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo.</p> <p>Use an ICT package to compose music for a set purpose.</p>
	<p>Y4 Aut 1 Rock & Roll, Aut 2 – Haiku Music & Performance, Spr 1 – Changes in Pitch, Tempo and Dynamics, Spr 2 – Adapting & Transposing Motifs, Sum 1 – Body & Tuned Percussion, Sum 2 – Samba & Carnival Rhythms</p>	<p>Explore musical ideas and an increasing range of structures such as the A, B, A pattern.</p> <p>Combine and organise musical ideas to create a solo and group performance for a range of different purposes.</p> <p>Compare and contrast sounds – pitch, volume etc.</p> <p>Identify how different effects are created and be able to replicate these; such as pitch, duration, dynamics, tempo.</p> <p>Use an ICT package to compose music for a set purpose.</p>
	<p>Y5 Aut 1 – Composition Notation, Spr 1 –South & West Africa, Spr 2 –Composition to Represent the Festival of Colour, Sum 1 –Looping & Remixing, Sum 2 –Musical Theatre</p>	<p>Compose melodies with an identifiable rhythm.</p> <p>Combine and organise musical ideas to create a performance that demonstrates a variety of skills and different effects.</p> <p>Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre.</p> <p>Extend ICT skills to compose music for different purposes.</p>
	<p>Y6 Aut 2 – Film Music. Spr 1 –Coast, Spr 2 – Pop Art, Sum 1 – Advanced Rhythms, Sum 2 – Leavers Songs</p>	<p>Develop and extend melodies, incorporating mood and accompaniments.</p> <p>Combine and organise musical ideas to create a performance that demonstrates a variety of skills, different moods and effects.</p> <p>Explain how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre, showing some of these elements in their own work.</p> <p>Use an ICT package to enhance musical compositions.</p> <p>Be able to identify what works well and what needs to be improved in their own compositions and the compositions of others.</p>
<p>3) Pupils should be taught to listen with attention to detail and recall sounds with</p>	<p>Y3 Aut 1 – Ballads, Aut 2 – Creating Compositions, Spring 1 – Developing Singing Techniques, Sum 1 –Jazz, Sum 2 – Traditional Instruments & Improvisation.</p>	<p>Begin to analyse through set criteria e.g. which instruments are playing.</p> <p>Improve their own and others work in relation to set criteria.</p> <p>Listen to different pieces from different times and cultures.</p>

increasing aural memory.	Y4 Aut 1 Rock & Roll, Aut 2 – Haiku Music & Performance, Spr 1 – Changes in Pitch, Tempo and Dynamics, Spr 2 – Adapting & Transposing Motifs, Sum 1 – Body & Tuned Percussion, Sum 2 – Samba & Carnival Rhythms	Begin to analyse through set criteria e.g. which instruments are playing and when they are being played. Begin to explore timbre e.g. illustrate a conversation with different instruments representing different people.
	Y5 Aut 1 – Composition Notation, Aut 2 –Blues, Spr 1 –South & West Africa, Spr 2 –Composition to Represent the Festival of Colour, Sum 1 –Looping & Remixing, Sum 2 –Musical Theatre	Explore melodies to create a mood. Explore musical ideas and structures involving pentatonic scales and explain the effect of minor chords.
	Y6 Aut 1 – Songs of World War 2, Aut 2 – Film Music, Spr 2 – Pop Art, Sum 1 – Advanced Rhythms, Sum 2 – Leavers Songs	Develop musical ideas and structures such as syncopation, major and minor chords, their effects and pentatonic scales. Use a wide range of appropriate musical vocabulary to describe compositions they have heard.
4) Pupils should be taught to use and understand staff and other musical notations.	Y3 Aut 2 – Creating Compositions, Spring 2 – Pentatonic Melodies & Composition	Look at the music staff and begin to understand some standard notation (crotchet, minim).
	Y4 Aut 1 Rock & Roll, Aut 2 – Haiku Music & Performance, Spr 1 – Changes in Pitch, Tempo and Dynamics, Spr 2 – Adapting & Transposing Motifs, Sum 1 – Body & Tuned Percussion, Sum 2 – Samba & Carnival Rhythms	Increase knowledge of standard notation.
	Y5 Aut 1 – Composition Notation, Aut 2 –Blues, Represent the Festival of Colour	Use standard notation more confidently.
	Y6 Aut 1 – Songs of World War 2, Aut 2 – Film Music, Spr 2 – Pop Art, Sum 1 – Advanced Rhythms	Identify, describe and use standard notation confidently.
5) Pupils should be 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.	Y3 Aut 1 – Ballads, Spring 2 – Pentatonic Melodies & Composition, Sum 1 –Jazz	Listen to different pieces from different times and cultures.
	Y4 Aut 1 Rock & Roll, Aut 2 – Haiku Music & Performance, Spr 1 – Changes in Pitch, Tempo and Dynamics, Spr 2 – Adapting & Transposing Motifs, Sum 1 – Body & Tuned Percussion, Sum 2 – Samba & Carnival Rhythms	Listen to different pieces from different times and cultures with growing ability to internalise and recall sounds with increasingly accurate aural memory.
	Y5 Aut 2 –Blues, Spr 2 –Composition to Represent the Festival of Colour, Sum 1 –Looping & Remixing, Sum 2 –Musical Theatre	Analyse music using an appropriate musical vocabulary. Explore and explain their own ideas and feelings about music.
	Y6 Aut 1 – Songs of World War 2, Aut 2 – Film Music. Spr 1 – Coast, Spr 2 – Pop Art, Sum 1 – Advanced Rhythms, Sum 2 –	Compare and contrast sounds or music that convey similar /different moods.

	Leavers Songs	
6) Pupils should be taught to develop an understanding of the history of music.	Y3 Aut 2 – Creating Compositions, Spring 1 – Developing Singing Techniques, Sum 2 – Traditional Instruments & Improvisation.	Listen to music from different musicians across different periods of time.
	Y4 Aut 1 Rock & Roll, Aut 2 – Haiku Music & Performance, Spr 1 – Changes in Pitch, Tempo and Dynamics, Spr 2 – Adapting & Transposing Motifs, Sum 1 – Body & Tuned Percussion, Sum 2 – Samba & Carnival Rhythms.	Listen to a range of music from great composers across a range of musical eras.
	Y5 Aut 2 –Blues	Listen to a broad range of different pieces from different times, describing recognisable elements.
	Y6 Aut 1 – Songs of World War 2, Spr 2 – Pop Art, Sum 1 – Advanced Rhythms, Sum 2 – Leavers Songs	Listen to a range of pieces from different composers in different periods in history and say why they were written.