



## Skills & Knowledge Progression: Music

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p><b>Purpose of study</b> Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p><b>Aims</b> The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>We believe that music is an incredibly powerful form of communication that can shape the way we feel, think and act. Quality music teaching helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression.</p> <p>We believe that every child should have the opportunity to discover their musical potential and we aim to nurture and encourage musical development across the school. Our curriculum ensures that our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a variety of historical periods, styles, traditions, and musical genres. This broad diet works on understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey.</p> <p>We also believe in the importance of performance, both to give value to music learning and to provide experiences that our children would not otherwise have access to. We therefore take part in a wide range of music projects (such as the Hertford and Ware Music Association (HWMA) Carol Services, HWMA Music Festival and Hertfordshire Music Service Royal Albert Hall Gala), as well as producing ambitious, high quality school productions and musical performances at our Harvest, Christmas, Easter and end of year services and events.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Expressive Arts &amp; Design - Exploring &amp; Using Media</p> <ul style="list-style-type: none"> <li>• Listening to different songs and music</li> <li>• Begin to build a repertoire of songs and dances</li> <li>• Explore different vocal and instrumental sounds</li> <li>• Sing songs, make music and dance, and experiment with ways of changing musical elements. They safely use and explore a variety of instruments and resources, playfully experimenting with combinations, movement and techniques</li> </ul> <p>Expressive Arts &amp; Design - Being Imaginative</p> <ul style="list-style-type: none"> <li>• Use what they have learnt in original ways, improvising new lyrics, rhythms, melodies and timbres</li> <li>• Represent their own ideas, thoughts and feelings through music, dance and role play. Using instrumental and vocal sounds to narrate, illustrate and enhance their play and learning</li> <li>• Create movement in response to music</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics - listening carefully to sounds, noticing differences, describing what can be heard and exploring rhyme. Hearing separate syllables clearly in the context of songs and rhymes. Benefiting from repetition in numerous songs and rhymes.</li> <li>• English - summarising, analysing and inferring meaning from a text (in this case the lyrics to a song); writing in response to a musical stimulus. Links between phrases in music and clauses. Vocabulary development.</li> <li>• PE - moving in response to music in dance and gymnastics and using this to explore the feeling and meaning of a piece.</li> <li>• Geography, History, RE, French - exploring the culture, context and time in which a song was written. This might well include songs from a particular country that is being studied or songs linked to different faiths.</li> <li>• Science - investigating sound, the way it is made, the way it travels and the science of pitch and volume. Links to experimental method of fixing/changing variables</li> </ul>	<ul style="list-style-type: none"> <li>• The opportunity to sing to a (large) audience, through school church services, productions and other projects such as Hertford Music Service Albert Hall Gala, Hertford Ware and District music festival.</li> <li>• Learn to play a musical instrument over an extended period of time, and be given opportunities to develop this further if desired.</li> <li>• Create (compose, arrange, improvise) and perform music using the voice, a variety of instruments and technology.</li> <li>• Perform a large-scale musical with peers, staging, costume etc. to produce a high-quality production.</li> <li>• Visit large venues (e.g. concert theatres) and see professional musicians perform.</li> </ul>

	<p>through practical exploration of musical variables of pitch, dynamics and tempo.</p> <ul style="list-style-type: none"> <li>• Maths - using songs and rhymes to learn tables and recall number facts. Spatial awareness development through musical games, clapping games and circle dances, progressive dances (clockwise/anticlockwise right/left, half turns). Rhythm work provides strong links to maths including fractions, proportions, division.</li> </ul>	
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### **Skills Progression: Music – EYFS**

In EY musical learning, much of the learning and creativity happens subconsciously through simple songs, rhymes, dances and musical games. We focus on singing and use simple percussion instruments to help our children to build their confidence and consolidate their ability to pitch-match, keep a steady beat, sing in their head, understand high and low and tap simple rhythms. EY music is often linked to other topics and is usually part of every school day. Children enjoy more complex songs in our weekly whole-school singing assemblies. Children are encouraged to engage with and respond to recorded music through movement. EY children usually have a music lesson with our specialist music teacher every week.

### **Skills Progression: Music – Years 1 & 2**

In Class 1 the children continue to learn through play and enjoy a range of songs, rhymes, dances and musical games. Through these activities they develop and build upon their musicianship skills (pulse, rhythm, phrase, pitch, dynamics, tempo), explore their own creativity and learn to play a range of untuned percussion instruments. Much of the learning in Class 1 lays strong foundations for the musical literacy learning in classes 2 and 3. Class 1 take part in our weekly whole-school singing assemblies which often include songs in 2 or 3 parts. Children are encouraged to engage with and respond to recorded music through movement and language. The class teacher includes music in most school days and often connects it with other curriculum areas. Additionally, Class 1 have a music lesson with our specialist music teacher every week.

### **Skills Progression: Music – Years 3 & 4**

In Class 2 the children learn a range of songs and rhymes many of which include dances, games and percussion instruments (tuned and untuned). Through songs and instrumental activities Class 2 children will develop the ability and confidence to work successfully in two and three parts. Musicianship skills learnt in KS1 are consolidated and built upon to develop musical literacy in rhythm (simple-time stick notation) and pitch (predominantly focussing on the solfa tone sets of **doh re me fa so** and **me so la**). These skills are then used in improvisation and to notate mini-compositions. Where appropriate, music is used across other curriculum areas. Children are encouraged to engage with and respond to recorded music in a variety of ways, expressing opinions and musical tastes and learning about the musicians and composers. Class 2 often take a leading role in our weekly whole-school singing assemblies and perform as a choir at the Hertford Ware and District Schools Carol Service. Class 2 have a weekly music lesson led by our specialist music teacher with the class teacher who, when appropriate, often includes music across the rest of the week. Year 4 children benefit from two terms of group brass lessons which are led by Hertfordshire Music Hub.

### **Skills Progression: Music – Years 5 & 6**

In Class 3 the children learn a range of songs and rhymes many of which include dances, games and percussion instruments (tuned and untuned). Through songs and instrumental activities Class 3 children will consolidate their work with two and three parts. Musicianship skills learnt in KS1 are consolidated and built upon to develop musical literacy in rhythm (simple-time stick notation) and pitch (working with various diatonic solfa tone sets (do re me fa so la ti do). Children explore their creativity by contributing to decisions on whole class arrangements of songs, through mini composition projects and regular improvisation within games and activities. Where appropriate, music is used across other curriculum areas. Children are encouraged to engage with and respond to recorded music in a variety of ways, expressing opinions and musical tastes and learning about the musicians and composers. Class 3 take a leading role in our weekly whole-school singing assemblies and perform as a choir at the Hertford Ware and District Schools annual Music Festival. They take opportunities to perform as soloists or as a chorus in a class musical which happens every other year. Class 3 have a weekly music lesson led by our specialist music teacher with the class teacher who, when appropriate, includes music across the rest of the week.