

Peel Hall Skills and Knowledge Progression in Music

Intent:

At Peel Hall Primary School we believe music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the society that they live in. We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms.

Aims:

- To provide our children with the opportunity to experience and share in a variety of music from a range of traditions, times, styles and cultures.
- To develop their skills, knowledge and understanding of music in a sequential way.
- To encourage and nurture the enjoyment of music as a creative art form, providing opportunities to analyse the range of responses it evokes (Listening/Appraising)
- To equip the children with the resources and skills that allow them to explore and express their ideas and feelings through individual and group compositions (Composing)
- To offer experiences which develop technical ability and the achievement of personal satisfaction and improved self-confidence (Performing).

Implementation:

Class teachers and staff from Peel Hall Primary School deliver the main weekly music curriculum using Charanga- *the learning within this Scheme is based on: **Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing.*** Further opportunities - through whole school singing - in assemblies (Class and Celebration) and through the school choir are built into the week. Children are given opportunities to work as a class, in groups and individuals in music lessons. The Foundation Stage use the EYFS to inform music planning through the 'Knowledge and Understanding the World' and 'Expressive Arts' areas of learning and development.

Digital Literacy:

Children have access to a variety of Information and Communication Technology resources including tablets and laptops with access to the internet. These are used to enhance learning opportunities including; listening, accessing information, recording and storing.

Links to Numeracy and Literacy:

Musical activities are used to support the development of speaking and listening skills and the understanding of time, patterns and counting.

Extracurricular music opportunities:

In addition to the timetabled lessons, we strive to provide an enhanced music curriculum with extra-curricular music activities e.g. choir, guitars and recorders.

Impact:

Teachers assess children's work in music through formative assessment as they observe them during lessons.

EYFS - Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.

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- Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stage 1 – Pupils will be able 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 – Pupils will be able to:

- sing and play musically with increasing confidence and control;
- They will show an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory;
- 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.

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The following music skills are incorporated into weekly music lessons:

EYFR & Key Stage 1						
Year group	Autumn		Spring		Summer	
Reception	Me! Nursery rhymes and action songs	My Stories Nursery rhymes and action songs	Everyone! Nursery rhymes and action songs	Our World Nursery rhymes and action songs	Big Bear Funk Transitional unit to prepare for Year 1	Reflect, Rewind and Replay Music Theory and revision
Key learning	Listens to and joins in with singing familiar songs such as nursery rhymes, joining in with repetitive phrases, explore sounds through body percussion and musical instruments, responding to music through song or dance or making beats, Identify the name of some musical instruments, takes part in musical performances, shares musical ideas					
Vocabulary	Singing, songs, beat, clapping, stamp (means of keeping a beat through body percussion) sound, loud, quiet, fast, faster, slow, slower musical instruments such as maracas, tambourine, drum, bell, cymbals, triangle, wood block, agogo, glockenspiel					
Year 1	Hey You! Hip hop	Rhythm In The Way We Walk and The Banana Rap Reggae and Hip hop	In The Groove Exploring music styles	Round Round Latin	Your Imagination Film music	Reflect, Rewind and Replay Music Theory and revision
Key learning	Appraising: Learn songs by heart, say what a song is about, know the name and sounds of some instruments. Find the pulse and create rhythms based on a piece of music. Composing: Know what improvisation is; clap and sing in response to a phrase. Know that a composition can be written down. Music tells a story. Performing: name the notes they play; know that a performance needs an audience.					
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, imagination, groove, audience, Blues, Baroque, Latin, Irish Folk, Funk, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones					
Year 2	Hands, Feet and Heart South Africa	HoHoHo Christmas	I Wanna Play In A Band Rock	Zootime Reggae	Friendship Song Songs about Friends	Reflect, Rewind and Replay Music Theory and revision
Key learning	Appraising: Learn songs by heart, know that some songs have a chorus, identify some musical styles. Find the pulse, create rhythms, know that pulse and rhythm are different. Know that pitch is higher and lower. Composing: Know the difference between improvisation and composition. Improvise a simple phrase with 1 or 2 notes. Create a 1,3 or 5 note composition and know how to change it. Performing: Know that unison means singing all together, know rapping is an alternative to singing, know they need to warm up their voices. Name untuned instruments they play and the notes they play. Know performances can be for different reasons.					
Vocabulary	Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, unison, Rap, Reggae, Keyboard, drums, bass, electric guitar, saxophone, trumpet, percussion					

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Key Stage 2						
Year group	Autumn Term		Spring Term		Summer Term	
Year 3	Let Your Spirit Fly R and B	Glockenspiel Stage 1 Learning an instrument	Three Little Birds Reggae	The Dragon Song Music from around the world	Bringing Us Together Disco	Reflect, Rewind and Replay Music Theory and revision
Key learning	<p>Appraising: sing songs from memory and know who wrote them; identify the style of a piece of music; discuss a song's lyrics; identify the tempo; identify sections of a song and name some instruments heard. Find and demonstrate the pulse; know the difference between pulse and rhythm; know how pitch, rhythm and pulse work together to make music; know all music has a pulse.</p> <p>Composing: Know that improvisation is a made-up tune that is not written down. Can't make a mistake when improvising. Composition is created and kept. They are different ways of recording a composition: audio, notes, symbols etc.</p> <p>Performing: Know why we need to warm up our voices; know singing as a group is a choir/ ensemble and there is a leader/conductor; know singing can make us feel different things; know we need to work together when singing as a group. Know which instruments they use to perform and talk about how they are used. Know that performing is sharing with an audience; a performance is planned beforehand; you need to be clear and confident whilst performing; there are different performances for different occasions.</p>					
Vocabulary	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, hook, melody, texture, structure, riff, pentatonic scale, imagination, choir, ensemble, leader, conductor Reggae, Disco, bass, drums, guitar, keyboard, synthesizer, electric guitar, organ, backing vocals					
Year 4	Mamma Mia Abba	Glockenspiel Stage 2 Learning an instrument	Stop! Latin/ Latin fusion	Lean On Me Gospel	Blackbird The Beatles	Reflect, Rewind and Replay Music Theory and revision
Key learning	<p>Appraising: discuss lyrics of a song; know who wrote or sang a song; identify the style of music and know how we recognise it; discuss music they hear using the dimension of music; identify the main sections in a piece of music; name the instruments they hear. Understand how pulse, rhythm and pitch work to create music; recognise changes in pitch; keep an internal pulse; demonstrate musical leadership. Name instruments used in class; suggest other instruments that might be played.</p> <p>Composing: Know that improvisation is a made-up tune that is not written down. Can't make a mistake when improvising. Composition is created and kept. They are different ways of recording a composition: audio, notes, symbols etc. Know we can use riffs we have heard in our own improvisations and compositions.</p> <p>Performing: Know why we need to warm up our voices; know singing as a group is a choir/ ensemble and there is a leader/conductor; know singing can make us feel different things; know we need to work together when singing as a group; know that less voices create a thinner texture and more voices create a thicker texture. Know they will communicate feelings, thoughts and ideas whilst performing.</p>					
Vocabulary	Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, by ear, notation, Keyboard, electric guitar, bass, drums, backing vocal, piano, organ, acoustic guitar, percussion, digital/electronic sounds, turntables, synthesizers					
Year 5	Livin' On A Prayer Rock	Classroom Jazz 1 Learning an instrument	Make You Feel My Love Pop ballads	Fresh Prince of Bel Air Hip hop	Dancin' In The Street Motown	Reflect, Rewind and Replay Music Theory and revision
Key learning	<p>Appraising: Know who wrote a song, when it was written and why it was written; name the style of the song and other songs in that style; identify style indicators of more than one song; discuss the lyrics of a song; discuss a piece of music using the dimensions of music; identify different sections in a song; name the instruments they hear; discuss the historical context of a song. Discuss how the pulse, rhythm, pitch, tempo, dynamics, texture and structure of a song work together. Keep an internal pulse; demonstrate musical leadership. Name instruments played in a band or an orchestra.</p> <p>Composing: Know there are different ways of writing music. Read notes C D E F G A B C on the staff and know what the treble clef means. Understand the connection between sound and symbol.</p>					

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	<p>Know that improvisation is a made up tune that is not written down; can't make a mistake when improvising; know we can use riffs we have heard in our own improvisations; know 3 well known improvisers. Compose using pulse, rhythm, pitch and shape their compositions by using tempo, texture, dynamics and texture.</p> <p>Performing: Sing 5 songs confidently and keep a strong internal pulse throughout. Know the main features of a song; know the different types of singing (unison, solo, lead vocals, backing vocals, rap) and use these correctly. Know what a song and its lyrics are about and convey this to an audience. Know that performances are planned and made different for each occasion.</p>					
Vocabulary	<p>Bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, syncopation, structure, note values, note names, pulse, rhythm, solo, verse, interlude, tag ending, melody, cover, riff, unison, pitch, tempo, dynamics, timbre, texture, bass line harmony, melody, Rock, Bossa Nova, Swing, Big Band, Ballad, Old-school Hip Hop, Funk, Rap, Soul, Strings, piano, guitar, bass, drums, synthesizer, deck, backing loops, brass section</p>					
Year 6	<p>Happy Pop/ motown</p>	<p>Classroom Jazz 2 Learning an instrument</p>	<p>A New Year Carol Benjamin Britten</p>	<p>You've Got A Friend Carole King</p>	<p>Music and Me Women and Music</p>	<p>Reflect, Rewind and Replay Music Theory and revision</p>
Key learning	<p>Appraising: Know who wrote a song, when it was written and why it was written; name the style of the song and other songs in that style; identify style indicators of three or more songs; discuss the lyrics of a song; discuss a piece of music using the dimensions of music; identify different sections in a song; name the instruments they hear; discuss the historical and musical context of a song. Discuss how the pulse, rhythm, pitch, tempo, dynamics, texture and structure of a song work together to create a piece of music. Keep an internal pulse; demonstrate musical leadership. Know that each of us has a musical identity.</p> <p>Composing: Know there are different ways of writing music. Read notes C D E F G A B C and know what the treble clef means. Name instruments played in a band or an orchestra. Understand the connection between sound and symbol. Know that improvisation is a made-up tune that is not written down; can't make a mistake when improvising; know we can use riffs we have heard in our own improvisations; know 3 well known improvisers. Compose using pulse, rhythm and pitch, and shape their compositions by using tempo, texture, dynamics and texture.</p> <p>Performing: Sing 5 songs confidently and keep a strong internal pulse throughout. Know the main features of a song; know the different types of singing (unison, solo, lead vocals, backing vocals, rap) and use these correctly. Know what a song and its lyrics are about and convey this to an audience. Know the style of the song and use this to represent feelings and context to an audience. Know that performances are planned and made different for each occasion.</p>					
Vocabulary	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo, improvise/improvisation, by ear, ostinato, phrases, unison, harmony, Neo Soul, Motown, Blues, Jazz, Urban Gospel</p>					