



MUSIC PROGRESSION DOCUMENTS

At Ayresome, we want to create a passion for music in our children that will stay with them in their future lives. We want to ensure that music is an inspiring and engaging experience that enables every child to develop their musical potential and develops an appreciation of the value of music that is deeply personal to them. We want children to have a curiosity for the subject and a respect for the role that music may play in any person's life. We are utilising the talents of curriculum developers from Kapow to underpin our new curriculum as we transition to music being taught by non-specialists enabling us to maintain our high standard of music provision.

Intent:

We endeavour to provide a variety of musical experiences through a curriculum which develops learning, improves knowledge and promotes pupil well-being through building up the confidence of all children. Music can impact the way that children feel, think and act; we want music to encourage the body and mind to work together, develop motor skills and allow self-expression.

As a result of our Music Curriculum we want our children to:

- Develop a love and appreciation of music.
- Make judgements and express personal preferences about the quality and style of music.
- Listen to, review and evaluate music across a range of genres, styles and historical periods.
- Create and compose music both individually and collaboratively.
- Develop an ability to understand rhythm, structure and organisation.
- Be given opportunities to play a wide variety of instruments, both tuned and un-tuned. In addition to the National Curriculum, at KS2 this includes string, woodwind, brass, piano and voice tuition from a range of skilled peripatetic tutors.
- Read and write musical notation.
- Have knowledge of and use a range of musical vocabulary to discuss music and develop descriptive language skills.
- Sing in tune using voices to create different effects.
- Take part in performances with an awareness of audience.
- Display a deep understanding of our school values by listening to, interpreting and expressing themselves through music.

We want our children to show their understanding of those values through music and to use music as a tool to become courageous advocates, highlighting issues that are important to them. Music plays an important part in helping children feel part of a community. We want to ensure children understand the value and importance of music in the wider community and encourage them to use their musical skills, knowledge and experience to involve themselves and others in music.

Implementation:

The implementation of our intent is planned using a structured curriculum, ensuring full coverage of the National Curriculum, incorporating up to date documentation (including the MMC) and developed in a way that is easy for non-musicians to deliver. We have selected approaches sympathetic to the



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requirements of our diverse community. It provides wide exposure to musical styles and genres from different times and places and promotes the exploration of the language of music through active listening, performing and composing activities holistically combining the inter-related dimensions of music.

We strive to ensure our musicians see music as a gift that they can pursue through their life – we expose them to a full range of musical, cultural experiences, working with professionals and groups across the region. Students in woodwind, brass, voice, strings and piano work through Trinity Music's syllabus.

Impact

As a result of the music curriculum, children at Ayresome develop a **love of music** and increased understanding of the **impact** that music can have on their own and others' lives. Children demonstrate **progression of knowledge and skills** which they continuously build on and embed through the spiral design of the Kapow programme.

Through music, children develop the fundamental competencies of confidence, curiosity, collaboration, communication, commitment and craftsmanship. Children develop an understanding of **culture** and **history** in music from ethnicities from around the world.

Through the Kapow curriculum, children in years 3 and 4 will progress through a whole-class instrumental process over the course of three terms, split across the ages to ensure children also access the wider music curriculum.

Children engaged in our peripatetic music structure, orchestral groups and choirs perform at regional events and undertake grade examinations through Trinity Music College.

Cultural capital in Music at Ayresome Primary School:

Through our new, challenging curriculum, and additional provision for music education where all children in KS2 are offered the opportunity to learn a classical musical instrument, we aim to ensure that children develop critical engagement with music from around the world and across the eras of history. We strive for our children to celebrate cultural heritages embodied in our school and embrace other cultures. We endeavour to develop, 'cultural omnivores': citizens who have the knowledge and experiences of mixed cultural interests. Through our music programme, we work with local music providers to engage in community events and national initiatives. In school, we have number of music groups. We engage with local artists and attend events in local theatres and concert venues.



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(Kapow Music Curriculum)

Progression through LISTENING:

| EYFS | Year 1 | Year 2 |
|--|--|---|
| <p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> | <p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> | <p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> |

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| Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|
| <p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> | <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work</p> | <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> | <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> |



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Progression through COMPOSING:

| EYFS | Year 1 | Year 2 |
|--|--|---|
| <p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p> | <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> | <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> |

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| Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|
| <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary</p> | <p>Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions</p> | <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.</p> | <p>Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.</p> |

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Progression through PERFORMING:

| EYFS | Year 1 | Year 2 |
|---|---|---|
| <p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p> | <p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> | <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p> |

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| Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|
| <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> | <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> | <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> | <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p> |



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Progression through THE HISTORY OF MUSIC:

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|
| Understanding that music from different times has different features. (Also part of the Listening strand) | Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand) | Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand) |



Progression through THE INTER-RELATED DIMENSIONS OF MUSIC:

| | EYFS | Year 1 | Year 2 |
|-----------|--|--|--|
| Pitch | To understand that what 'high' and 'low' notes are. | To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. | To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. |
| Duration | To recognise that different sounds can be long or short. | To know that rhythm means a pattern of long and short notes. | To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. |
| Dynamics | To understand that instruments can be played loudly or softly. | To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. | To know that dynamics can change the effect a sound has on the audience. |
| Tempo | To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. | To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. | To understand that the tempo of a musical phrase can be changed to achieve a different effect. |
| Timbre | To know that different instruments can sound like a particular character. | To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story. | To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre. |
| Texture | To know that music often has more than one instrument being played at a time. | To know that music has layers called 'texture'. | To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. |
| Structure | To recognise the chorus in a familiar song. | To know that a piece of music can have more than one section, eg a verse and a chorus. | To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. |



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| Notation | To know that signals can tell us when to start or stop playing. | To understand that music can be represented by pictures or symbols. | To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music. |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--|---|--|--|
| Pitch | To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. | To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. | To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. | To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch. |
| Duration | To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for. | To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm. | To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. | To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat |

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| Dynamics | To know that the word 'crescendo' means a sound getting gradually louder. | To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. | To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made | To know that a melody can be adapted by changing its dynamics. |
| Tempo | | To know that playing in time means all performers playing together at the same speed. | To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. | To know that a melody can be adapted by changing its dynamics, pitch or tempo. |
| Timbre | To understand that the timbre of instruments played affect the mood and style of a piece of music. | To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see. | To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. | To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. |
| Texture | To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. | To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together. | To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. | To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. |
| Structure | To know that in a ballad, a 'stanza' means a verse. To know | To know that deciding the structure of music when | To know that a loop is a repeated rhythm or melody, and | To know that a chord progression is a sequence of |

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| | that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. | composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music | is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. | chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. |
| Notation | To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. | To know that 'performance directions' are words added to music notation to tell the performers how to play. | To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals. |



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SINGING:

(Taken from Music Mark: https://www.musicmark.org.uk/wp-content/uploads/peer-to-peer_progression_framework.pdf)

| Learning strand: | Learning Sequence | KS1 | KS2 (first access) | KS2 |
|------------------|-------------------|--|--|--|
| Singing | Technique | Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases | | Open mouth, relaxed jaw and clear pronunciation Dynamic range |
| | Range | Range of a sixth By ear | Range of an octave, mostly by step Using notation | Range of an octave with leaps |



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KS3 Music

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to:

- ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- ♣ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- ♣ listen with increasing discrimination to a wide range of music from great composers and musicians
- ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history.

GCSE Music:

GCSE specifications in music must offer a broad and coherent course of study which encourages students to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing



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- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

Careers utilising music skills:

- Music producer
- Music therapist
- Musician
- Private music teacher
- Secondary school teacher
- Sound designer
- Sound engineer
- Sound technician, broadcasting/film/video
- Special effects technician

- Arts administrator
- Broadcast engineer
- Choreographer
- Community arts worker
- Event manager
- Marketing executive
- Private tutor
- Radio broadcast assistant
- Radio producer
- Talent agent
- Theatre stage manager