

Progression of Skills in Music Saltersgate Infant School

Curriculum Intent

At Saltersgate Infants, 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.

At Saltersgate Infant, 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:

- Explore the musical heritage, tradition and culture of Doncaster.
 - 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.
 - 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.

At Saltersgate Infant school our values are at the heart of everything we do. 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.

Curriculum Implementation

The implementation of our intent is planned using the Charanga Music Scheme. Charanga is designed to ensure full coverage of the National Curriculum. 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.

Each unit follows a sequence of learning: listen and appraise, interrelated dimensions of music, singing, playing instruments, improvisation, composition, perform and share. This approach ensures the children get a rich learning experience covering all aspects of music.

There is a clear progression of skills and knowledge to accompany each unit that sets out exactly how the children progress throughout the year and year on year.

Knowledge organisers provide a foundation for the learning for each topic and include - vocabulary, genre, style, instrumental parts for improvisation and composition, listening and appraising, musical dimensions.

Our Music curriculum reflects the intent of our whole school curriculum and all children are given the opportunity to use their musical knowledge and skills as a medium to express themselves as a part of the enrichment curriculum.

Statements from
New 2020 EYFS
Framework

3 to 4 year olds will be learning to:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.

<p><u>Music</u></p> <p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. <p>ELG:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - 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.
<p>KS1 Statement from National Curriculum Music</p>	<p>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>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

Singing Songs with Control and Expression

At Saltersgate Infants our children will:

<p>Use voice confidently. Begin to find a singing voice. Sing a range of Nursery Rhymes and simple echo songs. Explore singing fast and slow and loud and quiet to experiment with changing a song (tempo and dynamics). Imitate simple pulses such as tapping shoulders, nodding head, stamping feet or clapping hands.</p>	<p>Understand that music has a steady pulse, like a heartbeat. Confidently use voice in different ways such as singing, speaking and chanting to control steady expressive changes to a beat. Create pitchs from words, our names, favourite foods, colours and animals. Explore how to make high and low sounds. Make and control fast/slow, loud/quiet and high/low sounds. Begin to use voice to show mood and feelings.</p>	<p>Demonstrate how to sing with expression, confidence and creativity to an audience. Identify pulses in music, and join in getting faster and slower. Perform a rhythm to a given pulse. Sing with an awareness of pulse and rhythm.</p>	<p>Understand why and how we warm up our voices. Sing with a sense of shape to a melody such as chorus, call/answer (structure). Begin to recognise phase length and know when to breathe when singing. Recognise pitch movements with their hands whilst singing to represent high, low and middle sounds.</p>
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Listening, Memory and Movement

At Saltersgate Infants our children will:

<p>Remember short songs and sounds. Begin to repeat patterns of sounds. Begin to copy and follow a steady beat. Begin to respond physically when performing music. Identify different sound sources.</p>	<p>Identify and repeat patterns of sounds with increasing accuracy. Demonstrate increasing rhythm and control when responding to music with movement.</p>	<p>Identify pitch and pattern of long and short sounds in music pitch. To begin to create sequences of movements in response to sounds.</p>	<p>Confidently create sequences of movements in response to sounds.</p>
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Playing and Controlling Instruments (tuned and untuned)

At Saltersgate Infants our children will:

<p>Identify and name a range of instruments. Understand how to hold and play and instrument with care. Explore the variety of sounds different instruments make (timbre). Explore and create sounds by selecting instruments. Begin to choose instruments to create own beats and sequences independently.</p>	<p>Identify and name an increasing range of instruments. Choose instruments for a specific purpose. Confidently choose instruments to create own beats and sequences both independently and with a group. Explore different sounds that can be made with the voice and instruments. Repeat patterns of sounds with increasing accuracy. Explore how to play when following 2 pictures (such as LOUD for a lion, and QUIET for a mouse).</p>	<p>Identify and name an increasing range of instruments. Understand how to play an instrument with care and attention. Select instruments to respond to different stimuli and represent ideas. Begin to play a steady beat on an instrument with control and confidence. To begin to create sequences of movements in response to sounds. Play an instrument with an awareness of others. Learn to play sounds linked to symbols. Begin to play from a picture score.</p>	<p>Identify and name an increasing range of instruments. Understand how to control a musical instrument so that it sounds as it should. Play a steady beat on an instrument with control and confidence. Confidently create sequences of movements in response to sounds. Confidently choose sounds to achieve an effect. Order sounds to create an effect (beginning/middle/end).</p>
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Composition

At Saltersgate Infants our children will:

<p>Explore and create sounds and tune rhythms by using voices by selecting instruments. To begin to follow and imitate simple patterns using body movements (such as clapping) and percussion instruments.</p>	<p>Choose sounds and instruments for a specific purpose. To follow and imitate simple patterns using body movements (such as clapping) and percussion instruments with increasing control (texture). Create own composition using one, two or three notes.</p>	<p>Begin to contribute to a whole class ensemble using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Begin to contribute to a whole class ensemble using units of one, two or three notes.</p>
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Performing

At Saltersgate Infants our children will:

<p>Perform in front of others within a small group session or continuous provision.</p>	<p>Perform in a small group, carefully following instructions from a leader.</p>	<p>Perform with others in ways that combine simple musical elements. Be part of an audience.</p>	<p>Perform with control and awareness of the contribution of others. Present performances effectively with an awareness of audience, venue and occasion.</p>
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Evaluating and Appraising

At Saltersgate Infants our children will:

<p>Listen to different styles of music and respond with voice or movement. Express how they like or dislike a piece of music.</p>	<p>Confidently express what they like or dislike about pieces of music, giving their reasons why (such as tempo, pitch). With support, discuss ways in which they can improve their work to make it better.</p>	<p>Reflect on pieces of music, discussing how it makes peoples feel, move and respond. Listen to simple short pieces of music, discussing when it might be most used effectively (such as a lullaby). Make simple suggestions about how to change musical elements to improve their own work.</p>	<p>Respond to different genres of music, discussing how the sound affects the listener. Identify ways to improve own work for the listener and to implement these changes.</p>
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Curriculum Impact

As a result of the music curriculum, children at Saltersgate 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 music, children develop the fundamental competencies of confidence, curiosity, collaboration, communication, creativity, commitment and craftsmanship.

Children develop an understanding of culture and history in relation to themselves individually, their local music heritage and music from ethnicities from around the world.

We monitor the impact of our curriculum through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations.

Inter-related dimensions of music (dynamics) –

PULSE – the steady beat of a piece of music

PITCH – a music's melody, and the way the notes change such as from high to low

RHYTHM or **DURATION** – the pattern of long and short sounds in a piece of music

DYNAMICS – loud and soft

TEMPO – fast and slow

TIMBRE – the type of sound such as whisper/hum/sing/talk/twinkly

TEXTURE – layers of sound (voices or instruments played together)

STRUCTURE – verse – chorus – verse, call/answer

Key Vocabulary

Year 1 Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2 Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.