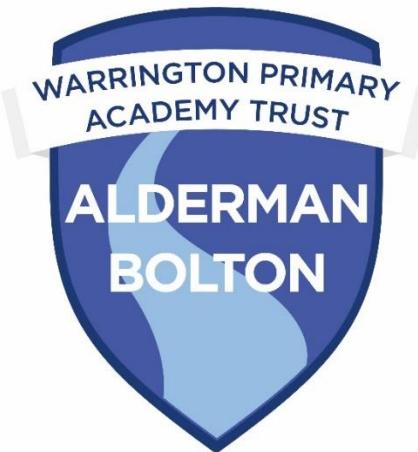


Alderman Bolton Primary School



Music Curriculum Intent

Alderman Bolton Primary School- MUSIC progression through EYFS

EAD- Creating with Materials and Being Imaginative

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 		<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG

- Sing a range of well-known nursery rhymes & songs
- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> • Remember and sing familiar songs eg pop songs and rhymes. • Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs. 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously 	<ul style="list-style-type: none"> • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know 	<ul style="list-style-type: none"> • Remember & sing familiar songs e.g. pop songs, rhymes • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs Play instruments with increasing control to express their feelings & ideas 	Fast/slow Loud/quiet Song/sing
Nursery Knowledge	Autumn 1 All about me	Autumn 2 Autumn and Celebrations	Spring 1 Animals	Spring 2 Growing and changing	Summer 1 Dinosaurs/animals (farm)
	<ul style="list-style-type: none"> • Can sing a range of familiar nursery rhymes 	<ul style="list-style-type: none"> • Can sing a range of familiar nursery rhymes with actions • Can use props as they sing (nativity) <p>Can move in time to music.</p>	<ul style="list-style-type: none"> • Can follow a steady beat with a musical instrument. • Can follow the beat using body percussions. <p>Can use instruments to represent parts of a story for effect.</p>	<p>Can sing along to songs and mirror the actions of others.</p>	<ul style="list-style-type: none"> • Can create their own rhythm in time to music. Can use instruments to go faster and slower and can start and stop using visual signs.
					<ul style="list-style-type: none"> • Can sing along to a range of songs. Use musical instruments to express feelings.

Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility.

Music areas will be a key area where a range of instruments will be explored. These should be modelled.

Alderman Bolton Primary School- MUSIC progression through EYFS

EAD- Creating with Materials and Being Imaginative

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking					
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 		<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking) 					
ELG									
<ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music 									
Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.				
Reception Skills	Sing in a group or on their own, increasingly matching the pitch and following the melody.	<ul style="list-style-type: none"> • Respond imaginatively to music e.g. this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Choose particular movements, instruments/sounds for their own imaginative purposes • Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch & following the melody Make Music in a range of ways eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	Chant High/ low Repeat Rhythm Sound Beat Follow				
Reception Knowledge	Autumn 1 Me!	Autumn 2 My Stories!	Spring 1 Everyone!	Spring 2 Our World	Summer 1 Big Bear Funk	Summer 2 Reflect, Rewind and Replay			
	<ul style="list-style-type: none"> • Can sing along to a familiar song as a class group. 	<ul style="list-style-type: none"> • Can sing along to new songs (nativity) as a group. • Can sing some songs in smaller groups 	<ul style="list-style-type: none"> • Can move in time to music (dance) • Can create movement to match different sounds in stories. • Can follow signals for 'stop and go' 'louder and quieter' 	<ul style="list-style-type: none"> • Can follow the beat with a range instruments. • Can follow a simple musical pattern 	<ul style="list-style-type: none"> • Make their own musical instrument and explain the sounds that it makes. 	<ul style="list-style-type: none"> • Play a musical instrument in time to the beat of a song. 			
Explore pulse, rhythm and duration		Exploring pitch, timbre, tempo and dynamics.		Exploring sounds, instruments and symbols.					
<p>Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility.</p> <p>Music areas will be a key area where a range of instruments will be explored. These should be modelled .</p>									

KS1

KS1: POS

- 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.

Vocabulary

Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, guitar, percussion, rap, improvise, rock, reggae, glockenspiel, bass guitar, decks, singers, Blues, Baroque, Latin, Irish Folk, Funk, improvise, groove, imagination

KS1 Year A – End points

Listen and Appraise	<ul style="list-style-type: none"> • To know five songs off by heart. • To know what songs are about. • To know and recognise the sound names of some of the instruments they use.
Games	<ul style="list-style-type: none"> • To know music has a steady pulse like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals.
Singing	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison.
Playing	<ul style="list-style-type: none"> • Learn the names of notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing.
Improvisation	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise!
Composition	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose.
Performance	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience.

KS1 Year B – End points

Listen and Appraise	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs, have a chorus or a response/ answer part. • To know that songs have a musical style.
Games	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments.

Singing	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.
Playing	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class
Improvisation	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.
Composition	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose.
Performance	<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.

LKS2	
KS2: POS <ul style="list-style-type: none"> 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. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	Vocabulary <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture structure, melody, introduction, bass, electric guitar, organ, backing vocals, riff, reggae, pentatonic scale, dynamics, imagination, disco, solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>

LKS2 Year A – End points	
Listen and Appraise	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ◦ Its lyrics: what the song is about ◦ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ◦ Identify the main sections of the song (introduction, verse, chorus etc.) ◦ Name some of the instruments they heard in the song
Games	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer.
Singing	<ul style="list-style-type: none"> • To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice
Playing	<ul style="list-style-type: none"> • To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder)
Improvisation	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake
Composition	<ul style="list-style-type: none"> • To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)
Performance	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music

LKS2 Year B – End points	
Listen and Appraise	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song.
Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to
Singing	<ul style="list-style-type: none"> • To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice
Playing	<ul style="list-style-type: none"> • To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends.
Improvisation	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations
Composition	<ul style="list-style-type: none"> • To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)
Performance	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music

KS2: POS	UKS2
<p>KS2: POS</p> <ul style="list-style-type: none"> 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. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<p>Vocabulary:</p> <p>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, pitch, tempo, dynamics, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, timbre, old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, soul, groove, riff, bass line, backbeat, brass section, harmony, style indicators, dimensions of music, Neo Soul, producer, groove, Motown, blues, Jazz, by ear, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music</p>

UKS2 Year A – End points	
Listen and Appraise	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ◦ The style indicators of the songs (musical characteristics that give the songs their style) ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ◦ Identify the structure of the songs (intro, verse, chorus etc.) ◦ Name some of the instruments used in the songs ◦ The historical context of the songs. What else was going on at this time, musically and historically? ◦ Know and talk about that fact that we each have a musical identity
Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to
Singing	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ◦ Its main features ◦ Singing in unison, the solo, lead vocal, backing vocals or rapping ◦ To know what the song is about and the meaning of the lyrics ◦ To know and explain the importance of warming up your voice
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians

Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol
Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music

UKS2 Year B – End points	
Listen and Appraise	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ◦ Some of the style indicators of the songs (musical characteristics that give the songs their style) ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ◦ Identify the main sections of the songs (intro, verse, chorus etc.) ◦ Name some of the instruments they heard in the songs ◦ The historical context of the songs. What else was going on at this time?
Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to
Singing	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ◦ Its main features ◦ Singing in unison, the solo, lead vocal, backing vocals or rapping ◦ To know what the song is about and the meaning of the lyrics ◦ To know and explain the importance of warming up your voice
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.

	<ul style="list-style-type: none">• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure• Notation: recognise the connection between sound and symbol
Performance	To know and be able to talk about: <ul style="list-style-type: none">• Performing is sharing music with other people, an audience• A performance doesn't have to be a drama! It can be to one person or to each other• Everything that will be performed must be planned and learned• You must sing or rap the words clearly and play with confidence• A performance can be a special occasion and involve an audience including of people you don't know• It is planned and different for each occasion• A performance involves communicating ideas, thoughts and feelings about the song/music