

Frimley Church of England School

Music - Skills and Knowledge Progression



Intent

We aim to design a curriculum where children cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history. At Frimley, we continue to review and update the music curriculum to ensure that staff and children experience good musical experiences and improve their knowledge and understanding.

Implementation

The music curriculum ensures students listen, play, perform and evaluate, as well as being exposed to various musical artists throughout history. Elements of music are taught in specific classroom lessons by a music specialist. Children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument in an ensemble, and in doing so, understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

For children to understand the relevance of what they are learning within music and to enjoy their musical experiences within school. To ensure they experience performances from others as well as performing themselves. Children should be talking about music in school and what they have been listening to/learning about. They will leave Frimley with a good knowledge of music history, artists, composers and notable music pieces. In classes, you will see and hear children:

- Working independently and collaboratively to produce rhythms and melodies using a range of instruments
- Learning about pitch, tempo and dynamics and how they affect what we play and hear
- Listening to a range of recorded music to understand how music has changed over time and how it differs across the world
- Dissecting the different components of the orchestra and how these instruments were used to create works by notable composers

National curriculum expectations:

By the end of Key Stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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.

Pupils should be taught to:

- 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 stave 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.

What Frimley offers to its pupils:

All pupils are given the opportunity to take part in peripatetic music lessons and Rock Steady.

	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Christmas songs (CL) RE- understanding the types of songs which are used in worship (CL) Body percussion (solo) (PA) Sound effects- to appreciate and experiment with sounds (PA) Handbells/recorders (with colours) (PA) Study of a musician (CL)</p>	<p>Understanding of the terminology rhythm and beats (in relation to performance poetry) (CL) Understanding about music used to celebrate Harvest (CL) Body percussion (in pairs) (PA) Sound effects- to appreciate and experiment with sounds (PA) Handbells/recorders (with colour and notation) (PA) Ostinato- a repeated phrase (PA) Study of a musician (CL)</p>	<p>Understanding about music used to celebrate Easter © Body percussion (as an ensemble) (PA) Sound effects- to appreciate and experiment with sounds (PA) Handbells/recorders (with colours, notation and composition with colours) (PA) Notation- children to explore with their own notation eg colours (PA) Composing an ostinato (PA) Study of a musician (CL) Study of a musician and their place in history (CL)</p>	<p>Understanding the music for year 6 (CL) Body percussion (as an ensemble to a given rhythm) (PA) Sound effects- to appreciate and experiment with sounds (PA) a wider range of choice Handbells/recorders and boomwhackers (with colours, notation and composition with notation in an ensemble) (PA) Notation- understanding of the stave, notes and metre (PA) Composing an ostinato in an ensemble (PA) Study of a musician and their place in history (CL)</p>
Skills	<p>Performing- Year 3 play (CL) Listening Learn song from memory</p> <p>Notation: Shown crochets (1 beat) and quavers and understanding quavers are quicker.</p>	<p>Performing (Harvest) (CL) Listening and copy a rhythmic phrase Collaboration in a pair Learn song from memory</p> <p>Notation: Shown minim (2 beats) crochets (1 beat) and quavers and understanding quavers are quicker. Learn about the stave and begin to understand about the placement of notes</p>	<p>Performing (Easter) (CL) Listening and copy a rhythmic phrase, compose a rhythmic phrase Collaboration in an ensemble Learn song from memory Learn songs in a round from memory</p> <p>Notation: Shown semibreve (4 beats) minim (2 beats) crochets (1 beat) and quavers and understanding quavers are quicker. Learn about the stave and understand about the placement of notes</p>	<p>Perform (Year 6 production) (CL) Listening Collaboration to write and perform music Learn song from memory Learn songs in a round from memory Listening and copy a rhythmic phrase, compose a rhythmic phrase responding to someone else- in an echo Develop leadership skills within an ensemble Create a tune using a musical phrase</p> <p>Notation: Shown semi-quaver and demi-semi quaver semibreve (4 beats) minim (2 beats) crochets (1 beat) and quavers and understanding quavers are quicker. Learn about the stave and understand about the placement of notes and begin to play and compose using the stave.</p>

Bold indicates progression from the previous year.

(CL) in class

(PA) in Performing Arts