

Frimley Church of England School

Music - Skills and Knowledge Progression



Intent

At Frimley our intent for our MFL curriculum is to have clear progression in the understanding of French through the school. All teachers will be given support in understanding the vision and following our curriculum. Children in school, in general, rarely have any exposure to French outside of school so we need to begin with the basics. Our secondary main feeder school is a language specialist school and therefore requires children to have some understanding of a language and to understand basic language skills.

Implementation

We follow a scheme by easyMFL which gives a structure and progression across the KS2 phase. In all year groups children are given the opportunity to speak, read, write and listen to French and to both read and write it too. Resources include sound clips (so that children can rehearse correctly pronounced French), video clips, activities like word searches and games. We chose this scheme because there is a clear progression (e.g. year 5 learn about the weather and then year 6 apply this to the holidays they go on) of both French knowledge and conversational skills from year 3 to year 6. French is taught tri-weekly by a language teacher.

Impact

The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or to talk to a French speaker. The teacher fosters an enjoyment of languages through a variety of lessons including interactive role play, rehearsal and singing (when allowed). Progression through a topic will be evident in the development of key skills and acquisition of main vocabulary.

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