



# MUSIC



## BURNHAM PRIMARY SCHOOL - KNOWLEDGE PROGRESSION

Children are actively involved in every music lesson in a variety of musical experiences which build the confidence of all children and enable them to enjoy making music.

### Performing and composing

A key focus of music lessons is for children to learn to sing and use their voices. Through singing songs, children learn about the structure and organisation of music. In EYFS and KS1, every lesson will include singing, developing the children's ability to sing in tune and with other people. In KS2 children develop their ability to sing with control and expression. Children also learn how to play tuned and untuned musical instruments with increasing skill. Children have opportunity to perform songs and instrumental music. Each unit includes opportunities for children to work with others to make music. We also teach them musical notation and how to compose music.

### Listening and evaluating

In each unit, children listen to and evaluate a piece of music. Across the Primary Phase this includes music across a range of periods, genres, styles and traditions including the works of the great composers and musicians. As pupils progress, they develop a critical engagement with music and are able listen with discrimination.

Children learn to talk about music they hear and music they make using appropriate vocabulary. They learn to understand and discuss the dimensions of pitch, duration, dynamics, tempo, timbre, texture and structure. Although a lesson may focus on one or several of these elements, we recognise that the elements are inter-related.

Knowledge	EYFS	KS1	LKS2	UKS2
<b>Key concepts/ inter-related dimensions of music</b>  <b>Pitch</b> <b>Duration</b> <b>Dynamics</b> <b>Tempo</b> <b>Timbre</b> <b>Texture</b> <b>Structure</b>	Describe sounds using the terms <b>high/low;</b> <b>loud/quiet;</b> <b>fast/slow</b>  3-4: 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.	<ul style="list-style-type: none"> <li>• <b>Pitch:</b> recognise and respond to high, low and middle sounds.</li> <li>• <b>Duration:</b> identify and demonstrate a pulse identify and demonstrate patterns of long and short sounds.</li> <li>• <b>Dynamics:</b> identify and demonstrate loud and quiet sounds</li> <li>• <b>Tempo:</b> understand fast and slow</li> <li>• <b>Timbre:</b> identify different percussion sounds and how they are made including tambourine, maracas and chime bars</li> <li>• <b>Texture:</b> identify whether they are hearing one layer of sound or many layers of sounds in a piece of music</li> <li>• <b>Structure:</b> identify beginning, middle and end and use of repetition and introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pitch:</b> identify and demonstrate higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.</li> <li>• <b>Duration:</b> distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand a 4/4 rhythm pattern</li> <li>• <b>Dynamics:</b> identify and demonstrate getting louder and quieter in finer graduations.</li> <li>• <b>Tempo:</b> identify and demonstrate getting faster and slower in finer graduations</li> <li>• <b>Timbre:</b> identify a range of instruments by name and how they are played, including flute, guitar, violin, piano, kettle drum, electric guitar, trumpet.</li> <li>• <b>Texture:</b> recognise different combinations of layers in music.</li> <li>• <b>Structure:</b> identify and demonstrate repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pitch:</b> identify and demonstrate steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments</li> <li>• <b>Duration:</b> understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm pattern</li> <li>• <b>Dynamics:</b> understand how a wider range of dynamics are used for expressive effect.</li> <li>• <b>Tempo:</b> understand how a wider range of tempi can be used for expressive effect.</li> <li>• <b>Timbre:</b> discuss the 'quality' of voice of vocal and instrumental pieces of music Identify families of instruments and ensemble combinations (samba, choir)</li> <li>• <b>Texture:</b> Understand different types of harmony (parts, chords, acapella)</li> <li>• <b>Structure:</b> develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</li> </ul>

<p><i>Performance:</i> <b>SINGING</b></p>	<p>try new activities, and say why they like some activities more than others.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them</p> <p><b>Reception:</b> Sing in a group or on their own, matching the pitch and following the melody.</p> <p><b>ELG:</b> Sing a range of well-known nursery rhymes and song</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<ul style="list-style-type: none"> <li>• Sing simple songs and speak chants and rhymes</li> <li>• Use their voice expressively</li> <li>• Use voice to create sounds - humming, whispers, clicks and whistles.</li> <li>• Start and stop together on direction.</li> <li>• perform a song to an audience:</li> <li>• Copy and sing a short phrase from a song</li> <li>• Sing with some control over dynamics and tempo</li> <li>• and with accuracy of pitch (over a narrow range and short phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with awareness of breathing in order to support the voice in longer phrases</li> <li>• Sing rounds (canons) and partner songs, maintaining own part with some support.</li> <li>• Sing songs with a simple ostinato part.</li> <li>• Remember a simple melody</li> <li>• Sing with a developing understanding of expression and dynamics.</li> <li>• Perform a song as part of a small group or solo being aware of posture and good diction</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently sing part songs and rounds (canons) with control, expression, phrasing and dynamics.</li> <li>• Accurately maintain an independent part within a group in both instrumental and vocal performance.</li> <li>• Perform with control, dynamics and awareness of others.</li> <li>• Record work in progress and record performances</li> </ul>
<p><i>Performance:</i> <b>INSTRUMENTS</b></p>	<p>Handle percussion instruments with control</p> <p>Sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>3-4:</b> Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Reception:</b> Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>For classroom percussion Instruments know how to:</b></p> <ul style="list-style-type: none"> <li>• use correct technique when playing a range of percussion instruments.</li> <li>• Keep a steady beat</li> <li>• Copy a simple rhythm pattern.</li> <li>• Play with control and follow hand signals from a leader including getting louder/quieter; faster/slower;</li> <li>• Copy back a rhythm pattern on one note on tuned percussion;</li> <li>• Use tuned instruments to perform a two-note repeated pattern to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple rhythmic and melodic patterns on variety of percussion instruments.</li> <li>• Play an instrument with care and a degree of accuracy.</li> <li>• Play in time with a backing created through music ICT</li> <li>• Perform with confidence to an audience</li> <li>• Follow a conductor to make accurate entries and endings</li> <li>• Play a short melody using 3 notes on a tuned instrument and be able to play it at the correct place in an overall structure</li> <li>• Play with expression at a simple level – e.g. by playing with appropriate choice of</li> </ul>	<ul style="list-style-type: none"> <li>• Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</li> <li>• Play an instrument with accuracy, fluency, control and expression. Accurately maintain an independent part within a group in both instrumental and vocal performance.</li> <li>• Read and play at least 5 notes with greater accuracy and independence.</li> <li>• Perform with control, dynamics and awareness of others.</li> </ul>

<p><b>Creating Improvising Composing</b></p>	<p>Represent their own ideas, thoughts and feelings through music</p> <p><b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></p>	<ul style="list-style-type: none"> <li>• Create and clap own rhythms.</li> <li>• Compose own rhythmic patterns from words</li> <li>• Create patterns of sound – long/short, high/low, loud/quiet</li> <li>• Select and use instruments to reflect a topic</li> <li>• Add sound effects to a story</li> <li>• Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a piece of music that reflects images or atmosphere using layers of sound</li> <li>• Create a soundscape using tuned and untuned percussion.</li> <li>• Sing and play music following a leader stopping, starting playing faster/slower and louder/ quieter</li> <li>• Represent sounds on a graphic score with symbols for a group performance.</li> <li>• Read and play from some conventional music symbols using note values of minim, crotchet and quaver</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose music for different purposes</li> <li>• Group soundscape composition with instruments and vocals and a conductor.</li> <li>• Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</li> <li>• Represent sounds on a graphic score with symbols for group performance with an awareness of tempo and dynamics</li> <li>• Staff notation: recognise notes on the staff and note values quaver, crotchet, minim</li> </ul>
<p><b>Listening &amp; reviewing</b></p>	<p>Listen to songs and music and respond to what they hear.</p> <p><b>Reception:</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<ul style="list-style-type: none"> <li>• Talk about music heard with appropriate vocabulary including high, low, faster, slower</li> <li>• clap along with a pulse in music in different styles</li> <li>• Say how a piece of music creates a mood and begin to use musical terminology to describe how the mood is created e.g. the mood is sad because then music is played slowly and quietly</li> <li>• Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>• Think of ways to improve their compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and give opinions of the music heard with some use of musical vocabulary</li> <li>• Discuss the emotional impact of a piece.</li> <li>• Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster</li> <li>• Recognise the family groups within the orchestra importance of the conductor.</li> <li>• Understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns</li> <li>• Share ways to improve the composition of others</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and give opinions of the music heard with confident use of an extended range of musical terminology</li> <li>• Listen to music of two differing genres (e.g. jazz, classical, blues) and compare and contrast the different styles.</li> <li>• Say where a piece of music fits onto a timeline showing periods in History and use musical vocabulary to describe music from different periods</li> <li>• Identify different ensemble combinations and instruments heard and their role within the ensemble (e.g. ostinato; melody).</li> <li>• Use musical vocabulary and knowledge to identify areas for development or refinement when composing</li> </ul>