



All Saints' Catholic Primary School

Music

Curriculum Progression



OUR CURRICULUM INTENT

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
 - ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.
 - ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hard working ethos.
 - ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
 - ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
 - ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.
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MUSIC RATIONALE

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources by incorporating colloquial songs and brass band music.
 - ❖ Our school life holds Gospel Values at its centre, and these are celebrated in acts of worship both in school and in church. Music adds to our worship and celebration as we learn and sing hymns appropriate to the Liturgical calendar; contributing to the worship of God.
 - ❖ Our curriculum is taught sequentially and systemically focusing on the four areas of Singing, Listening, Composing and Musicianship. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of the year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hardworking ethos.
 - ❖ Prior learning is built upon with links made between old and new concepts. Specialist learning is enhanced with the employment of peripatetic teachers for both brass, drumming and guitar. Curriculum links are made to other subject areas and the wider community for example learning songs from particular periods in history and different cultures in addition to performances at a local hospice and church events.
 - ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues. We are proud that many of our pupils go on to become proficient musicians.
 - ❖ Our intention is to celebrate the musical skills acquired by our pupils and in order to do this we organise numerous performances throughout the year including music assemblies specifically for brass, guitar and drumming, class assemblies which regularly include choral singing as well as music linked to the topics studied in class.
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All Saints' Catholic Primary School

Music Intent





The National Curriculum says:

Experiment with, create, select and combine sounds using the interrelated dimensions of music.

The Elements of Music feature across all years:

- ❖ **Pulse** – the regular heartbeat of the music, the steady beat.
 - ❖ **Rhythm** – long and short sounds or patterns that happen over the pulse.
 - ❖ **Pitch** – high and low sounds.
 - ❖ **Tempo** – the speed of the music.
 - ❖ **Dynamics** – how loud or quiet the music is.
 - ❖ **Timbre** – all instruments, including voice, have a certain sound quality e.g the trumpet has a very different sound quality to the piano.
 - ❖ **Texture** – layers of sound working together.
 - ❖ **Structure** – every piece of music has a structure e.g. verse, chorus.
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| Year One | | |
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| Autumn Term | Spring Term | Summer Term |
| My Musical Heartbeat | Exploring Sounds | Having Fun with Improvisation |
| <p>How can we make friends when we sing together?</p> <ul style="list-style-type: none"> • To use voices expressively and creatively by singing sounds and speaking chants and rhymes • Sing and follow the melody • Sing accurately at a given pitch • Order sounds to create a beginning, middle and end • Listen out for particular things when listening to music | <p>How does music make the world a better place?</p> <ul style="list-style-type: none"> • Use instruments to perform • Look at their audience when performing • Make a sequence of sounds • Repeat (short rhythmic and melodic) patterns • Choose sounds to represent different things • Say whether they like or dislike a piece of music | <p>What songs can we sing to help us through the day?</p> <ul style="list-style-type: none"> • Clap short rhythmic sounds • Copy sounds • Identify changes in sound • Change a sound • Recognise repeated patterns • Follow instructions about when to play or sing |
| Vocabulary | Vocabulary | Vocabulary |
| <p>Actions, audience, band, beat, brass, chorus, clap, compose, composer, concert, copy back, count, count in, dance, fast, glockenspiel, high, imagination, improvise, instrument, introduction, listen, low, march, melody, musician, nursery rhyme, orchestra, percussion, perform, pitch, play, pulse, question and answer, rhythm, singer, song, sound, steady, tempo, verse, voice, warmup, words.</p> | | |
| Prior Knowledge | Prior Knowledge | Prior Knowledge |
| EYFS | EYFS | EYFS |
| Future Knowledge | Future Knowledge | Future Knowledge |
| Y2 - How does music help us to make friends? | Y2 - How does music make the world a better | Y2 - How does music make us happy? |



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| Year Two | | |
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| Autumn Term | Spring Term | Summer Term |
| Pulse, Rhythm and Pitch | Inventing a Musical Story | Exploring Improvisation |
| <p>How does music help us to make friends?</p> <ul style="list-style-type: none"> To use voices expressively and creatively by singing sounds and speaking chants and rhymes Sing and follow the melody Sing accurately at a given pitch Order sounds to create a beginning, middle and end Listen out for particular things when listening to music | <p>How does music help us to make friends?</p> <ul style="list-style-type: none"> Play tuned instruments musically Perform simple patterns and accompaniments keeping a steady pulse Perform with others Create music in response to different stimulus Listen with concentration and understanding to a range of live and recorded music | <p>How does music make us happy?</p> <ul style="list-style-type: none"> Play simple rhythmic patterns on an instrument Sing/clap a pulse increasing or decreasing in tempo Select and combine sounds to create an effect Experiment with sounds using the inter related dimensions of music (pitch/duration/dynamics/tempo/timbre/texture) Listen with concentration and understanding to a range of live and recorded music |
| Vocabulary | Vocabulary | Vocabulary |
| <p>As previous years plus: Accordion, bass drum, bassoon, brass band, choir, clarinet, conductor, cornet, dynamics, hymn, improvisation, lyrics, major, minor, ocarina, performance, piano, recorder, round, structure, tambourine, time signature, timpani, trio, trombone, woodwind.</p> | | |
| Prior Knowledge | Prior Knowledge | Prior Knowledge |
| Y1 - How can we make friends when we sing together? | Y1 - How does music make the world a better place? | Y1 - What songs can we sing to help us through the day? |
| Future Knowledge | Future Knowledge | Future Knowledge |
| Y3 - How does music bring us closer together? | Y3 - How does music make the world a better place? | Y3 - How does music make a difference to us every day? |



| Year Three | | |
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| Autumn Term | Spring Term | Summer Term |
| Writing Music Down | Compose Using Your Imagination | Enjoying Improvisation |
| <p>How does music bring us closer together? Drumming</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts • Play musical instruments with increasing accuracy and fluency • Combine different sounds to create a specific mood or feeling • Use musical words to describe what they like and dislike | <p>How does music make the world a better place?</p> <ul style="list-style-type: none"> • Sing in tune with expression • Control voice when singing • Use different elements in composition • Create repeated patterns with different instruments • Use musical words to describe a piece of music and compositions | <p>How does music make a difference to us every day?</p> <ul style="list-style-type: none"> • Play clear notes on instruments • Create accompaniments for different melodies • Combine different sounds to create a specific mood or feeling • Recognise the work of a famous composer |
| Vocabulary | Vocabulary | Vocabulary |
| <p>As previous years plus: Articulation, backing track, bar, clef, crotched, disco, djembe, expression, forte, intro, key signature, legato, major, minim, minor, piano (Italian: soft), quaver, repeats, rest, rhythm patterns, samba, scale, staccato, texture, time signature, tune.</p> | | |
| Prior Knowledge | Prior Knowledge | Prior Knowledge |
| Y2 - How does music help us to make friends? | Y2 - How does music help us to make friends? | Y2 - How does music make us happy? |
| Future Knowledge | Future Knowledge | Future Knowledge |
| Y4 - How does music bring us together? | Y4 - How does music improve our world? | Y4 - How does music shape our way of life? |

| Year Four | | |
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| Autumn Term | Spring Term | Summer Term |
| Musical Structures | Compose With Your Friends | Expression and Improvisation |
| <p>How does music bring us together?</p> <p>Drumming</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts • Play musical instruments with increasing accuracy, fluency and control • Perform a simple part rhythmically • Improvise using repeating patterns | <p>How does music improve our world?</p> <ul style="list-style-type: none"> • Sing songs from memory with accurate pitch • Start to identify the character of a piece of music • Use notation to record and interpret sequences of pitches • Understand staff/stave | <p>How does music shape our way of life?</p> <ul style="list-style-type: none"> • Use notations to record compositions in a small group • Use their notation in a performance • Describe and identify different purpose of music • Begin to identify the style of Beethoven, Mozart and Elgar |
| Vocabulary | Vocabulary | Vocabulary |
| <p>As previous years plus: acoustic guitar, alto clef, bass clef, choreography, crescendo, diminuendo, fortissimo, pianissimo, timbre, treble clef, unison</p> | | |
| Prior Knowledge | Prior Knowledge | Prior Knowledge |
| Y3 - How does music bring us closer together? | Y3 - How does music make the world a better place? | Y3 - How does music make a difference to us every day? |
| Future Knowledge | Future Knowledge | Future Knowledge |
| Y5 - How does music bring us together? | Y5 - How does music improve our world? | Y5 - How does music shape our way of life? |



| Year Five | | |
|---|---|--|
| Autumn Term | Spring Term | Summer Term |
| Melody and Harmony in Music | Composing and Chords | Freedom to Improvise |
| <p>How does music bring us together?</p> <p>Brass</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts • Play musical instruments with increasing accuracy, fluency, control and expression • Perform 'by ear' and from simple notations • Describe, compare and evaluate music using musical vocabulary | <p>How does music bring us together?</p> <ul style="list-style-type: none"> • Singing and use understanding of meaning to add expression • Recognise and use basic structural forms e.g. rounds, variations • Compose music which meets specific criteria • Improvise within a group using melodic and rhythmic phrases • Understand staff and be able to use other musical notations | <p>How does music shape our way of life?</p> <ul style="list-style-type: none"> • Choose the most appropriate tempo for a piece of music • Further their knowledge of the music of Beethoven, Elgar and Mozart • Contrast the work of famous composers and show a preference |
| Vocabulary | Vocabulary | Vocabulary |
| <p>As previous years plus: Amplifier, backbeat, loops, brass section, bridge, chords, cover, deck, dotted minim, harmony, interlude, strings, syncopation</p> | | |
| Prior Knowledge | Prior Knowledge | Prior Knowledge |
| Y4 - How does music bring us together? | Y4 - How does music improve our world? | Y4 - How does music shape our way of life? |
| Future Knowledge | Future Knowledge | Future Knowledge |
| Y6 - How does music bring us together? | Y6 - How does music improve our world? | Y6 - How does music improve our world? |





| Year Six | | |
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| Autumn Term | Spring Term | Summer Term |
| Music and Technology | Creative Composition | Improvising with Confidence |
| <p>How does music bring us together?</p> <ul style="list-style-type: none"> • Sing a harmony part confidently and accurately • Perform parts from memory • Use a variety of different musical devices in composition e.g. melody, rhythm etc. • Compose music for a range of purposes | <p>How does music improve our world?</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations • Use different forms of notation and recognise that these serve different purposes • Improvise within a group using melodic and rhythmic phrases • Play musical instruments with increasing accuracy, fluency, control and expression | <p>How does music improve our world?</p> <ul style="list-style-type: none"> • Continue to become familiar with work of classical composers • Analyse features within different pieces of music • Compare and contrast the impact of different composers on different periods of time and the people who lived then |
| Vocabulary | Vocabulary | Vocabulary |
| <p>As previous years plus: Elements of music, Blues Motown, musical, phrases, producer, Salsa</p> | | |
| Prior Knowledge | Prior Knowledge | Prior Knowledge |
| Y5 - How does music bring us together? | Y5 - How does music bring us together? | Y5 - How does music shape our way of life? |
| Future Knowledge | Future Knowledge | Future Knowledge |



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| KS3 curriculum | KS3 curriculum | KS3 curriculum |
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