



## Holley Park Academy – Music Progression Map 2020 - 2021

### Level Expected at the End of EYFS

#### Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them.

#### Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### Key Stage 1 National Curriculum Expectations

#### Pupils should be taught to:

- 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.

### Key Stage 2 National Curriculum Expectations

#### 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 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.

## **Intent**

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

## **Implementation**

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

## **Impact**

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

	KS1	LKS2	UKS2
Performing	<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>begin to be able to sing in tune songs with a limited range;</li> <li>sing in time to a steady beat.</li> </ol> <p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>name a variety of instruments;</li> <li>perform with a good sense of beat and rhythm; c. perform together in an ensemble;</li> <li>change the tempo or dynamics while playing an instrument.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>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.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>sing in tune songs with a limited range;</li> <li>sing a song with two or more parts;</li> <li>perform with expression;</li> <li>use correct technique to play instruments.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>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.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>sing in tune;</li> <li>sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;</li> <li>perform with accuracy and expression, showing an understanding of the context of the music;</li> <li>use correct technique to play instruments with improved confidence and accuracy.</li> </ol>

**KS1 Music National Curriculum**

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.

Children can:

- a. begin to recognise different genres of music;
- b. begin to recognise instruments being played in a piece of music;
- c. express their opinion about pieces of music.

**KS2 Music National Curriculum**

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

Children can:

- a. find the beat in a piece of music;
- b. explain the tempo, dynamics and duration of a piece of music;
- c. begin to recognise some orchestral instruments in a piece of music.

**KS2 Music National Curriculum**

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children can:

1. recognise a range of music genres;
2. recognise instruments being played in a piece of music;
3. express their opinion about pieces of music using appropriate musical vocabulary;
4. discuss similarities and differences in pieces of music.

**KS2 Music National Curriculum**

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children can:

1. recognise a range of music genres (including from around the world) and describe their characteristics;
2. name a variety of composers and artists associated with different genres of music;
3. recognise instruments being played in a piece of music;
4. express their opinion about pieces of music using appropriate musical vocabulary;
5. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Composing	<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a. compose a simple tune using three or four notes;</li> <li>b. create sound effects for a picture or story, thinking about how music can create a mood;</li> <li>c. write down their compositions using symbols, pictures or patterns.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a. name some composers and genres of music from different eras.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a. name some composers and genres of music from different eras;</li> <li>b. name different musical periods.</li> </ol>
Notation	<p><b>KS1 Music National Curriculum</b></p>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. recognise crotchets, quavers, semibreves and crotchet rests;</li> <li>2. begin to be able to recognise some notes on a treble clef staff.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <p>recognise crotchets, quavers, semibreves, crotchet and quaver rests;</p> <p>recognise notes on a treble clef staff;</p> <p>understand that notes are positioned differently on a bass clef;</p> <p>read, and play from, music notation;</p> <p>record their own compositions using music notation.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of Music</p>	<p><b>KS1 Music National Curriculum</b></p>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <p>a. name some composers and genres of music from different eras.</p>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <p>a. name some composers and genres of music from different eras;</p> <p>b. name different musical periods.</p>