

The Isaac Newton Primary School Music Progression

<p>Breadth of study Key Stage 1:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>Make and combine sounds using the inter-related dimensions of music.</p>	<p>Essential characteristics in our school (INTENT):</p> <p><i>A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.</i></p> <p><i>A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.</i></p> <p><i>Very good awareness and appreciation of different musical traditions and genres.</i></p>
<p>Breadth of study Key Stage 2:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 the basics of the 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 <p>Develop an understanding of the history of music.</p>	<p><i>An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.</i></p> <p><i>The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.</i></p> <p><i>A passion for and commitment to a diverse range of musical activities.</i></p>

Threshold Concepts (IMPLEMENTATION)

Perform	Compose	Transcribe	Describe music
This concept involves understanding that music is created to be performed.	This concept involves appreciating that music is created through a process which has a number of techniques.	This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	This concept involves appreciating the features and effectiveness of musical elements.

Hierarchy of Skills: Music				
	To perform	To compose	To transcribe	To describe music
Y5/6	M1: Sing or play from memory with confidence. M2: Perform solos or as part of an ensemble. M3: Sing or play expressively and in tune.	M8: Create songs with verses and a chorus. M9: Create rhythmic patterns with an awareness of timbre and duration. M10: Combine a variety of musical devices,	M15: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. M16: Read and create notes on the musical staff.	M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo

	<p>M4: Hold a part within a round.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M6: Sustain a drone or a melodic ostinato to accompany singing.</p> <p>M7: Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>including melody, rhythm and chords.</p> <p>M11: Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>M12: Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>M13: Convey the relationship between the lyrics and the melody.</p> <p>M14: Use digital technologies to compose, edit and refine pieces of music.</p>	<p>M17: Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>M18: Understand and use the # (sharp) and b (flat) symbols.</p> <p>M19: Use and understand simple time signatures.</p>	<ul style="list-style-type: none"> • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
Y3/4	<p>M1: Sing from memory with accurate pitch.</p> <p>M2: Sing in tune.</p> <p>M3: Maintain a simple part within a group.</p> <p>M4: Pronounce words within a song clearly.</p> <p>M5: Show control of voice.</p> <p>M6: Play notes on an instrument with care so that they are clear.</p> <p>M7: Perform with control and awareness of others.</p>	<p>M8: Compose and perform melodic songs.</p> <p>M9: Use sound to create abstract effects.</p> <p>M10: Create repeated patterns with a range of instruments.</p> <p>M11: Create accompaniments for tunes.</p> <p>M12: Use drones as accompaniments.</p> <p>M13: Choose, order, combine and control sounds to create an effect.</p> <p>M14: Use digital technologies to compose pieces of music.</p>	<p>M15: Devise non-standard symbols to indicate when to play and rest.</p> <p>M16: Recognise the notes EGBDF and FACE on the musical stave.</p> <p>M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>
Y1/2	<p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p> <p>M3: Make and control long and short sounds, using voice and instruments.</p> <p>M4: Imitate changes in pitch.</p>	<p>M5: Create a sequence of long and short sounds.</p> <p>M6: Clap rhythms.</p> <p>M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>M8: Choose sounds to create an effect.</p> <p>M9: Sequence sounds to create an overall effect.</p> <p>M10: Create short, musical patterns.</p> <p>M11: Create short, rhythmic phrases.</p>	<p>M12: Use symbols to represent a composition and use them to help with a performance.</p>	<p>M13: Identify the beat of a tune.</p> <p>M14: Recognise changes in timbre, dynamics and pitch.</p>