

Knights Templar Community Church School and Nursery

Work at it with all your heart



Music

(subject progression)

Intent, Implementation and Impact



Knights Templar Community Church School and Nursery



Curriculum Area: Music

Intent

At Knights Templar Community church School, we value music because it is a most powerful and unique form of communication that can change and impact the way learners feel, think and act.

Music is an emotional experience which means that all learners, whatever their need, can take part and be challenged. Exposing learners to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps learners build motor skills while allowing them to practice self-expression. We believe that teaching music helps the body and the mind work together.

We promote exploring music from other cultures and immersing the learner in new experiences.

We believe that every learner should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school. We ensure that all the learners perform in front of an audience each year at the school Christmas Concert, Harvest Festival and End of Year performances, in addition to extra-curricular activities provided.

Our aim is to inspire pupils to develop a love music and nurture their talents as musicians.

Skills to promote

- *performing*
- *composing*
- *appraising*
- *listening*

Implementation

Our whole curriculum is shaped by our school vision, which aims to enable all learners, regardless of background, ability or additional needs to flourish and become the very best version of themselves they can possibly be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We also follow the Sing-up program to ensure that music is taught thoroughly across the year. This is also used in Assembly to support worship songs.

During the year, all learners will have the opportunity to develop their understanding, skills and techniques in music. We are very proud of our musical achievements at Knights Templar Community Church School including making our own CD and having children go on to be members of the West Somerset Brass Band.

We welcome parents to our annual music concert and productions throughout the year to share the musical ability we have at our school.

Our peripatetic teachers who come into school to teach music lessons are giving opportunities for learners to learn and develop their skills from an experienced specialist teacher. We also offer a variety of extra-curricular activities including Ukulele and Guitar.

Assessment

The assessment for learning agenda within each class generates the evidence that then informs the overall teaching assessments which are recorded on SIMs. Teacher assessments are formed at the end of each unit of work, when the SIMs mark sheets are updated. Where learners are not developmentally at age related expectation, interventions linked to gross motor and fine motor skills will be implemented.

Impact

By the end of their time at Knights Templar, our young musicians will be:

- **Confident individuals** who have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately and who have good awareness and appreciation of different musical traditions and genres.
- **Successful learners** who have a rapidly widened repertoire which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works and have a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- **Responsible citizens** who have an excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles with a passion for and commitment to a diverse range of musical activities.

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Statutory Expectations:

Early Years Foundation Stage Framework:

ELG	Personal, Social and Emotional Development	Self-Regulation	- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Expressive Arts and Design	Being Imaginative and Expressive	- Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

National Curriculum Expectations:

KS1	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
KS2	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

Knights Templar Community Church School Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year A/B	Focus: Timbre, beat, pitch contour. *I've got a grumpy face Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. *The Sorcerer's apprentice	Focus: Call-and-response, pitch (la-so-mi-do), timbre. *Witch, Witch Focus: Beat, pitch (step/leap), timbre *Row, row, row your boat	Focus: Active listening, beat, pitch (so-mi), vocal play *Bird Spotting: Cuckoo Polko Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat *Shake my sillies out	Focus: Pitch contour rising and falling, classical music. *Up and down Focus: Timbre, tempo, structure (call-and-response), active listening *Five fine bees	Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape *Down there under the sea Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. *It's oh so quiet	Focus: Music in 3-time, beat, composing and playing *Slap, clap, clap Focus: Beat, active listening, instrumental accompaniment *Bow, bow, bow Belinda
KS1 Year A	Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. *Menu song	Focus: Beat, march, timbre, film music *Colonel Hathi's March Focus: Timbre, pitch, structure, graphic symbols, classical music. *Magical musical aquarium	Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2 *Football	Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games. * Who stole my chickens and my hens?	Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music *Dancing and Drawing to Nautlilus Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation *Cat and Mouse	Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3 * Come dance with me
KS1 Year B	Focus: Beat, rhythm, melody, echo, call-and-response, tuned	Focus: Timbre, tempo, dynamics, pitch, classical music	Focus: Duration (crotchet, quavers, crotchet rest), unison,	Focus: 2- and 3-time, beat, beat groupings, 20th	Focus: 2-part singing, rock 'n' roll, structure, timbre	Focus: Singing games, traditional Polish dances, follow a

	and untuned percussion, progression snapshot 1 <i>*Tony Chestnut</i>	<i>*Carnival of the animals</i> Focus: Create music inspired by train travel, volume/dynamics (<i>crescendo</i> , <i>diminuendo</i>), speed/tempo (<i>accelerando</i> , <i>ritenuto</i>). <i>*Trains</i>	round, progression snapshot 2 <i>*Grandma rap</i>	century classical music <i>*Swing a-long with Shostakovich</i> Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). <i>* Charlie Chaplin</i>	<i>*The Rockpool Rock</i>	changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3 <i>*TanczymyLabada</i>
KS2 Year A Order depends when each class is learning Ukulele	Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1 <i>*I've been to Harlem</i>	Focus: Play the instrument confidently, read music successfully, follow rhythm <i>*Ukulele</i>	Focus: Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3. <i>*Fly with the stars</i>	Focus: Play the instrument confidently, read music successfully, follow rhythm <i>*Ukulele</i>	Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. <i>*Mingulay boat song and Nao chariya de</i>	Focus: Play the instrument confidently, read music successfully, follow rhythm <i>*Ukulele</i>
KS2 Year B Order depends when each class is learning recorders	Focus: Play the instrument confidently, read music successfully, follow rhythm <i>*Recorders</i>	Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot	Focus: Play the instrument confidently, read music successfully, follow rhythm <i>*Recorders</i>	Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar	Focus: Play the instrument confidently, read music successfully, follow rhythm <i>*Recorders</i>	Focus: Beat, rhythm, rondo, rhythm notation <i>*My fantasy football team</i>

		<i>*This little light of mine</i>		<i>phrases, progression snapshot 2.</i>		
				<i>*The dootdoot song</i>		

Knowledge Progression Maps

Early Years – Music		
Performing	Composing	Appraising
- Knows how to use their voice to speak/sing/chant - Knows how join in with singing - Knows how to clap short rhythmic patterns - Knows how to create sounds with different instruments	- Knows how to make a range of sounds with their voice - Knows how to make a range of sounds with instruments - Knows how to represent sound pictorially	- Knows if they like or dislike a piece of music - Knows and distinguishes environmental sounds - Knows how to describe sounds (e.g. loud, quiet, high, low, fast, slow) - Knows how to express how music makes them feel?
Early Years – Exceeding		
Knows how to perform a rhythm	- Knows how to sequence sounds to create a rhythm or beat - Knows how to repeat (short rhythmic and melodic) patterns - Knows how to read pictorial representations of music? (e.g. colour-coded bells, music story maps)	Knows reasons why they like some music more than others
KS1 Year A		
Performing	Composing	Appraising
- Knows how to use their voices to speak/sing/chant - Knows how to join in with singing - Knows and can clap short rhythmic patterns - Knows how to use instruments to perform a simple piece	- Knows how to make a range of sounds with their voice - Knows how to make a range of sounds with instruments - Knows and identifies changes in sounds - Knows the difference between long and short sounds - Knows how to represent sounds pictorially	- Knows their opinions and can express how they feel about a piece of music - Knows how to recognise repeated patterns - Knows the difference between a fast and slow tempo, loud and quiet, and high and low sounds - Knows the pulse in a piece of music

- Knows and can respond to musical indications about when to play or sing - Knows how to respond musically with increasing accuracy to a call (high/ low, loud/soft, fast/slow) and keep a steady pulse - Knows and can respond to different moods of music, in different ways.	Knows how to make a sequence of sounds for a purpose?	- Knows the difference between loud and quiet sounds - Knows how to respond to different moods in music and say how a piece of music makes them feel
KS1 Year A- Greater Depth		
Knows how to perform a rhythm to a steady pulse	- Knows how to repeat (short rhythmic and melodic) patterns - Knows a reason for choosing an instrument	- Knows what different sounds could represent and give a reason why - Knows about texture – listening for whether there is more than one sound at the same time - Knows and identifies musical structures in a piece of music (verse, chorus etc)?
KS1 Year B		
Performing	Composing	Appraising
- Knows how to follow the melody using their voice or an instrument - Knows how to sing songs as an ensemble following the tune (melody) well - Knows how to perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) - Knows how to play rhythmic patterns on an instrument	- Knows how to order sounds to create a beginning, middle and end - Knows how to represent sounds pictorially with increasing relevance - Knows how to choose sounds to achieve an effect (including use of technology) - Knows how to compose short melodic patterns using two or three notes (tuned instruments/voice)	- Knows particular features when listening to music - Knows to associate sounds they hear with instruments - Knows how to identify the pulse in a piece of music and tap along - Knows how to listen carefully to recall short rhythmic patterns - Knows and can recognise and name different instruments by sight

- Knows how to sing/clap a pulse increasing or decreasing in tempo - Knows how to demonstrate control when playing instruments - Knows how to perform musical patterns keeping a steady pulse	- Knows how to create short, rhythmic patterns – sequences of long and short sounds - Knows how to control use on an instrument in order to create an intended effect - Knows how to create their own symbols to represent sound - Knows how to use sounds to create an effect on the listener	- Knows how to evaluate and improve their own work and give reasons Listening - Knows how to listen to simple inter-related dimensions of music - Knows and describes what they have heard with simple vocabulary – loud, soft, high, low - Knows what they like and dislike
KS1 Year B– Greater Depth		
- Knows the importance of a warm up - Knows how to sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse	- Knows simple structures (e.g. repetition and order) in a piece of music - Knows that phrases are where we breathe in a song	Knows whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe the effect
KS2 Year A		
Performing	Composing	Appraising
- Knows and can sing songs from memory with increasing expression, accuracy and fluency - Knows how to maintain a simple part within an ensemble - Knows and modulates their voice when singing and pronounce the words clearly - Knows how to play notes on tuned and untuned instruments with increasing clarity and accuracy - Knows how to improvise (including call and response) within a group using the voice?	- Knows how to create repeated patterns using a range of instruments - Knows different sounds can be combined to create a specific mood or feeling - Knows how the use of tempo can provide contrast within a piece of music - Knows how to read and write musical notation - Knows how to effectively choose, order, combine and control sounds to create different textures - Can they use silent beats for effect (rests)?	- Knows musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music - Knows how to evaluate and improve their work, explaining how it has improved using success criteria - Knows that music can be played or listened to for a variety of purposes (including different cultures and periods in history) - Knows and recognises a range of instruments by ear

- Knows how to collaborate to create a piece of music Listening - Knows appropriate vocabulary to describe music - Knows how to compare different kinds of music - Knows differences between music of different times and cultures	Knows how to combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition	- Knows how to internalise the pulse in a piece of music - Knows the features within a piece of music
KS2 Year A – Greater Depth		
Knows how to sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse	- Knows how to create accompaniments for melodies - Knows how to compose a simple piece of music that they can recall to use again - Knows and understands metre in 4 beats; then 3 beats	- Knows changes in sounds that move incrementally and more dramatically - Knows how to compare repetition, contrast and variation within a piece of music
KS2 Year B		
Performing	Composing	Appraising
- Knows how to perform a single part of an ensemble rhythmically - Knows how to sing songs from memory with increasing expression, accuracy and fluency - Knows how to improvise using repeated patterns with increasing accuracy and fluency Listening	- Knows notations can be used to record and interpret sequences of pitches - Knows notations are used to record compositions in a small group or on their own - Knows how to use notation in performance	- Knows why silence is used in a piece of music and say what effect it has - Knows and identifies the character of a piece of music - Knows and identifies the different purposes of music - Knows and uses musical words (pitch, duration, dynamics, tempo) to describe a piece of music and composition

• Knows and uses a wider range of musical vocabulary • Knows how the interrelated dynamics of music are used by composers to create different moods and effects • Knows the cultural and social meaning of lyrics • Knows and appreciates harmonies, drone and ostinato • Knows sounds are combined towards certain effects • Knows the relationship between lyrics and melody		
KS2 Year B – Greater Depth		
• Knows and uses selected pitches simultaneously to produce simple harmony	• Knows and uses sets of pitches, e.g. 4 or 5 note scales • Knows how dynamics provide contrast	• Knows how a change in timbre can change the effect of a piece of music

Music: Vocabulary Map

EYFS	Key Stage One		Key Stage Two	
• Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds	Year 1 – as EYFS plus: • Beat • Beater • Cymbal • Drum • High (sound) • Listen • Loud • Low (sound) • Perform • Quiet • Shaker • Steady beat • Tambourine • Tempo • Triangle • Tune • Voice	Year 2 – as Year 1 plus: • Accompany • Body percussion • Chime bar • Chord • Claves • Compose • Duration • Ostinato • Percussion • Phrase • Pitch • Pulse • Recorder • Score • Tuned percussion • Untuned percussion • volume	Year 3 – as KS1 plus: • names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinato • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone	Year 4 – as Year 3 plus: • Harmony • Improvise • Leaping (large interval between two notes) • Pentatonic

Music Non-negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
- School format for planning will be used and will identify: Learning Objective, Skills Progression, Teacher input, Practise It and Review It sections - Planning will be shared on p/drive with Key Stage Team - Resources will be identified on the planning - Links to other curriculum areas will be made where appropriate	Music overview	Floor books can be used to record class learning	- Prior learning revisit - Elicitation- as a musician I would like to know/I would like to ask - Now I know... - Lesson plenary- what have we learnt today? What do we now know?	- Pre-teaching of key vocabulary - Teacher modelling and scaffolding of language