

# Alexandra Park Junior School Music Curriculum and Progression Framework

Revised January 2024

# Intent, Implementation and Impact

## The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Intent

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development as an integral part of culture. It helps pupils understand themselves and how they can relate to others. Children are introduced to the joy of music through classroom work and music-making for all and complemented by extra-curricular activities. SEND pupils are actively encouraged to participate fully in music as it is often an area of the curriculum which allows them to flourish.

Children will gain a firm understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to ensuring that children understand the value and importance of music to their own and others' lives and wellbeing and also the impact music has in the wider community.

## Implementation

The music curriculum and the skills and knowledge progression framework are carefully planned to ensure that musical learning is sequenced, enabling children to develop and build upon their musical skills and knowledge from Year 3 through to Year 6. Children sing, listen to, compose, perform and evaluate music from a wide range of musical genres, historical periods, styles, genres and traditions. Music lessons are planned to deliver individualised lessons to pupils.

Singing is firmly embedded within our music curriculum as the voice is everyone's first instrument and one that everyone can play. It's the most straightforward way to learn and internalise music and to develop musicianship skills. Through unaccompanied singing, a child can begin to acquire skills essential to all musicians: musical memory, inner hearing, true intonation and harmonic awareness.

Sound is the focus of our music curriculum - developing children's aural skills through constantly modelling and introducing notation only after children have developed the ability to hear and repeat the sounds.

Lessons are carefully planned so that through singing, using tuned and un-tuned percussion instruments and body percussion children deepen their knowledge and understanding of and skills within music.

**We have worked closely with Oldham Music Service Curriculum lead to ensure....**

## Impact

Children have access to a variety of musical experiences which allows them to discover areas of strength, as well as areas which they might like to improve upon. Children are able to enjoy music as listeners, creators and performers. They can dissect music and comprehend its parts.

The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history.

Children will be able to join extra-curricular music groups within school. Their music lessons are enriched with school productions in years 3 and 6, music performances within assemblies, music club showcases and performances at Oldham Music Service Festivals.

## **The Curriculum & Progression Framework**

The Curriculum and progression framework focuses on the development of increasingly high standards of musical knowledge, understanding and skill.

Some units of work will focus on a particular musical dimension (e.g. Pitch) but as the dimensions are all inter-related, pupils' understanding of each musical dimension will be explored and developed in all units taught. A range of historical periods, genres, styles and traditions will be explored throughout the year.

The progression framework forms the musical benchmarks by which we assess pupils' attainment and progress.

### Year 3

<b>Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b>
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression
2. Perform actions and movements confidently and in time as a group.
3. Sing call and response songs with accurate tuning values
4. Play call and response rhythms and melodies
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, )
8. Explore and select instrumental timbres to suit the mood or style of a piece of music
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)
<b>Listening - to develop LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS</b>
1. Listen to music developing and understanding of its background, history and context
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary
3. Listen, and describe how the interrelated dimensions are used to create moods and effects
4. Use listening skills to correctly order a sequence of notes
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments
<b>Composing - Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>
1. Compose or improvise simple call and response phrases
2. Compose rhythmic accompaniments using untuned percussion
3. Experiment with musical texture (e.g. combining layers of rhythm)
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)
6. Compose and improvise simple pentatonic melodies
7. Vary the interrelated dimensions to create different moods and effects.

### **Notation - Use and understand staff and other musical notations**

1. Play from rhythmic notation and understand the value of minims, crotchets and quavers
2. Follow graphic notation to guide singing and playing
3. Use graphic notation to represent rhythmic or melodic patterns
4. Create graphic notation to represent two or more layers of musical sound
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note

## **Year 4**

### **Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.
2. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)
3. Sing songs in major and minor keys recognizing the difference in tonality
4. Perform rhythms accurately, recognizing and defining note values and rests
5. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.
6. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble
7. Play and perform simple melodies as a whole class or in small groups following appropriate notations
8. Control changes in dynamics, tempo and articulation when singing and playing
9. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)
11. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)

### **Listening - to develop LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS**

1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion)
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)
5. Listen and describe direction and shape of melodies.
6. Recognize major and minor chords
7. Listen and compare music, discussing similarities and differences and expressing preferences.

### **Composing - Improvise and compose music for a range of purposes using the inter-related dimensions of music**

1. Improvise rhythms or melodies.
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)

3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases
4. Compose layers of rhythm (ostinato phrases)
5. Make decisions about the overall structure of compositions and improvisations
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)
7. Compose lyrics following a given rhythmic/rhyming structure
8. Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato, presto/lento, major/minor)
9. Evaluate performances, making improvements where needed.

### **Notation - Use and understand staff and other musical notations**

1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
4. Use graphic notations to represent layers of rhythm.
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.
6. Use a graphic score to represent musical structure.

## **Year 5**

### **Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p, mp, mf, f, ff, accelerando, rallentando, staccato, legato)
4. Play rhythmic patterns accurately and expressively using instruments or body percussion
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.
6. Develop knowledge of scales and intervals through singing and playing
7. Understand how triads are formed and play them on tuned percussion or keyboards
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)
10. To evaluate performances, suggesting ways to improve and making necessary adjustments

### **Listening - to develop LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS**

1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics

4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation
5. Interpret features of music through visual art or movement
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)
7. Understand how pitches can be combined to create harmony and describe the effect

**Composing - Improve and compose music for a range of purposes using the inter-related dimensions of music**

1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere
3. Compose and notate short melodies using: staff and informal notation
4. Compose music with contrasting sections
5. Use chords to evoke a specific atmosphere or mood
6. Compose music using a combination of lyrics and melody
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments

**Notation - Use and understand staff and other musical notations**

1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)
2. Develop understanding of time signatures (3/4 and 4/4)
3. Read and perform pitch notation within an octave
4. Represent compositions using a combination of graphic and standard notations
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions

**Year 6**

**Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances
4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments
7. Play chord progressions, drones or bass lines and use them to accompany a song
8. Use knowledge of scales to explore intervals, sequences and chromatic scales
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience )

**Listening - to develop LISTENING skills, and knowledge about GENRE /  
HISTORY / MUSICIANS**

1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)
6. Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to

**Composing - Improvise and compose music for a range of purposes using the inter-related dimensions of music**

1. Improvise vocal and instrumental effects as a class and in small groups
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)
5. Use song structures as a basis for a composition (e.g. composing lyrics)
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve

**Notation - Use and understand staff and other musical notations**

1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver)
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)
3. Read and perform from pitch notation
4. Read and perform from graphic notation
5. Represent compositions using graphic and standard notations
6. Notate melodies and chords using staff or informal notation.
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions



