



Intent for Music

A broad and balanced music curriculum at Mary Bassett Lower School provides children with a range of opportunities to enable them to become confident, creative and knowledgeable performers. Music promotes diversity and enables children to express their personal, emotional, social and cultural identity. Our vision at The Mary Bassett Lower School is for our children to be successful, resilient and confident learners; Music lessons provide unique opportunities for children to enhance these capabilities in a practical way.

At our school, we use *GetSet4 Music* scheme of learning which focuses on the key areas of listening, composing and performing music. To ensure that our offer is in line with National Curriculum and Model Music curriculum expectations, we have audited the units to ensure the spiral progression model has been maintained and that children broaden their musical knowledge, skill and appreciation from music across a range of historical time periods, genres, styles and traditions. . Progression through the units allows our children to revisit and build upon their understanding of how music is created and communicated using the inter-related dimensions of music. They learn to sing and play instruments to create and perform music on their own and with others. This is monitored, assessed, supported and celebrated through regular opportunities for performance.

In the broader curriculum, children at our school have access to a range of live and recorded music, they understand how music contributes to performance when watching performances at school and local theatres. There are also additional extra-curricular opportunities for children to learn musical instruments with our peripatetic team or participate in after-school clubs to sing and perform to music.

Music Progression Map
The national curriculum for KS1 and 2
Key stage 1

Pupils will 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

Pupils will 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

Progression of Skills and Knowledge

	EYFS	1	2	3	4
Composing Skills	Improvisation: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low. Notation: introduced to symbols and images to order and convey sound. Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.	Improvisation: improvise simple vocal chants and pitch and rhythm patterns. Notation: begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch. Creative process: select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.	Improvisation: improvise Q and A phrases with words, rhythm and pitch. Notation: use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch. Creative process: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.	Improvisation: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas Notation: record ideas using signs and symbols including graphic score, pitch and rhythm notation creating three note melodies. Creative process: contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.	Improvisation: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation. Notation: demonstrate increasing confidence in recording ideas using signs and symbols including graphic score and pitch and rhythm notation. Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale.
Composing knowledge	Improvisation: know that different instruments make	Improvisation: know that using dynamics, tempo and pitch can	Improvisation: know to structure improvisations into	Improvisation: know to perform improvisations as 4 beat or 8 beat	Improvisation: know to perform improvisations as 4 beat or 8 beat

	different sounds which can show different characters or situations. Notation: know that I can order images to create sounds. Creative process: understanding the words of a song will help me to decide on actions or sounds.	provide context when improvising. Notation: know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch. Creative process: know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.	responses over 4 or 8 beats. Notation: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch. Creative process: know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.	response to make responses sound complete. Notation: understand that combining rhythm and pitch can create rising and falling melodies. Creative process: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody	response to make responses sound complete. Notation: understand that combining rhythm and pitch can create rising and falling melodies. Creative process: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody
Listening skills	Identify musical conventions and inter-related dimensions: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving. Recognise sound & instruments: begin to recognise classroom instruments. Listen to	Identify musical conventions and inter-related dimensions: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder. Recognise sound & instruments: begin to recognise some instrumental sounds	Identify musical conventions and inter-related dimensions: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch. Recognise sound & instruments: begin to recognise instruments	Identify musical conventions and inter-related dimensions: begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece. Recognise sound &	Identify musical conventions and inter-related dimensions: begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.

	sound effect	and name classroom instruments.	aurally.	instruments: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.	Recognise sound & instruments: aurally and by sight identify a variety of instruments.
Listening knowledge	Identify musical conventions and inter-related dimensions: know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently. Recognise sound & instruments: know that sound effects can be used to show what a piece of music is about.	Identify musical conventions and inter-related dimensions: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. Recognise sound & instruments: know that instruments are played differently e.g. hit, shaken and this produces different sounds.	Identify musical conventions and inter-related dimensions: know the meaning of tempo, dynamics and pitch. Recognise sound & instruments: know that instruments are made of different materials and this creates different sounds (timbres).	Identify musical conventions and inter-related dimensions: know that composers use the inter-related dimension to help to portray the message of the piece. Recognise sound & instruments: know that the orchestra is made up of different sections and families of instruments.	Identify musical conventions and inter-related dimensions: know that different eras and genres have key features that help to define them. Recognise sound & instruments: know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.
Performing skills	Technical control: distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.	Technical control: sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants.	Technical control: sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and	Technical control: sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple	Technical control: sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range including leaps and harmony. Play

	Notation: begin to follow symbols and images. Ensemble awareness: begin to start and stop together with others. Communication & audience: explore sounds using instruments and voice, showing an awareness of tempo and dynamics.	Notation: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing. Ensemble awareness: follow simple performance indications for start, stop, gradually change dynamics. Communication & audience: begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower.	mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse. Notation: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation. Ensemble awareness: demonstrate increased confidence when following musical directions given both aurally and through physical inflection. Communication & audience: begin to control sounds with intention	dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches. Notation: begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms. Ensemble awareness: begin to perform independently and in small groups. Communication and audience: develop confidence to perform as an individual and within a group.	melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance. Notation: confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately. Ensemble awareness: maintain own part within an ensemble. Perform in two or more parts. Communication & audience: show increased confidence and commitment when performing to an audience.
Performing knowledge	Technical control: know that when singing I move my voice higher and lower. Notation: know that 'ta' is one sound and 'titi' is two sounds. Ensemble awareness: know to watch and listen to others to start and stop together. Communication &	Technical control: know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing. Notation: know that images and symbols on a score show me when to play and when to stop.	Technical control: know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change. Notation: know that if a symbol sits higher in space it represents a	Technical control: know that a drone is usually played on beat 1 and rings out for the other beats. Notation: know the values of a crotchet, paired quavers and minims and understand that where they are placed on the stave shows the pitch.	Technical control: know when to breathe, developing an awareness of phrase. Notation: understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.

	audience: know how to play different instruments e.g. shake, scrape, hit, blow.	Ensemble awareness: know that different hand signals tell me when and how to play or sing. Communication & audience: know to make eye contact with my group and the audience when performing.	higher pitch. Ensemble awareness: know when and how to play by following signals. Communication & audience: be aware of the expectations when listening to others perform and when performing to an audience.	Ensemble awareness: demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together. Communication & audience: know to watch others so that I know when to play.	Ensemble awareness: understand the importance of knowing how to start and finish a piece. Communication & audience: know that different styles of music should be performed in different ways.
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