



Music Curriculum and Progression of Skills

The National Curriculum states that music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The National Curriculum for music aims to ensure that all pupils:

- 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.

At BHJS we understand that Music is a wonderful outlet for those who find other academic studies difficult, whilst allowing those who have ‘musical’ skills to improve these. It allows all pupils to be creative and expressive, developing their social and creative skills in a relaxed and empathetic environment. At Bernard’s Heath we aim to make music an enjoyable learning experience which ensures a progression of skills building on previous learning. We aim to deliver a curriculum based on the national curriculum that inspires creativity and self-expression. Through a wide range of activities, pupils will develop their love of music, refining their individual tastes and gaining confidence to become creative musicians with strong aural and vocal skills. Music Education at BHJS is based on the four keys areas of performing, singing, listening and composing/improvising.

Areas of Study	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ○ Recorders first access ○ Christmas Carol Concert ○ Keeping the pulse ○ BHJS' Got Talent ○ Scales in music ○ Year 3 Showcase performance ○ Songs from South and west Africa 	<ul style="list-style-type: none"> ○ Ukulele first access ○ Christmas Carol Concert ○ Chords in music/Wonderwall ○ BHJS' Got Talent ○ Year 4 Performance ○ Tudor music ○ Pentatonic scale 	<ul style="list-style-type: none"> ○ Graphic scores ○ Year 5 Performance ○ The Blues ○ BHJS' Got Talent ○ 50s chord sequence. ○ Music ICT Composing ○ Mambo - Leonard Bernstein 	<ul style="list-style-type: none"> ○ Young Voices – O2 Arena ○ Music and Film ○ BHJS' Got Talent ○ Advanced rhythmic notation / ○ Pachelbel's Canon ○ Leavers Performance

Progression of Skills

National Curriculum

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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

- Use and understand staff and other musical notations

Every pupil is given classroom tuition on the recorder, ukulele, djembe drum and glockenspiel as well as singing, all of which offers the pupil the opportunity to access and make progress on a musical instrument. Pupils have regular performance opportunities both in school concerts and assemblies as well as in outside venues such as the O2 arena, The Royal Albert Hall, The Alban Arena and various community events. Pupils are able to continue their study after their initial first access of both the recorder and ukulele with the opportunity to join both recorder and ukulele club. Bernards Heath's Got Talent takes place in the Spring Term providing the opportunity for children to showcase their strengths in music, dance and drama.

Performing

Year 3

Develop facility in playing tuned percussion or a melodic instrument such as the recorder.
 Play and perform melodies following staff notation using up to three notes as a whole class or in small groups.
 Understand the stave lines and spaces and clef.
 Understand the different between crotchets and paired quavers
 Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow)
 Play and sing with an awareness of the pulse.
 Apply word chants to rhythms, understand how to link each syllable to one musical note.

Year 4

Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
 Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.
 Understand the difference between minims crotchets, paired quavers, and rests.
 Perform in two or more parts (e.g. melody and accompaniment or a duet).
 From simple notation using instruments played in the whole class teaching.
 Copy short melodic phrases including the pentatonic scale
 Read and perform pitch notation using up to 5 notes.
 Experience leading / conducting the playing of music.

Year 5

Play melodies on tuned percussion, melodic instruments or keyboards following staff notation using a range of notes c to c
 Understand how chords are formed and play them on tuned percussion melodic instruments or keyboards.
 Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.
 Develop the skill of playing by ear on tuned instruments.
 Further develop understanding of music notation semibreves, minims crotchets and quavers.

 Communicate the words of a song effectively to convey meaning.
 Sing or play following staff notation written on one stave with confidence

Year 6

Play melodies on tuned percussion, melodic instruments or keyboards following staff notation using a range of notes c to c including dynamics
 Accompany a melody using block chords or a bass line
 Engage with others through ensemble taking on melody or accompaniment roles
 Further develop understanding of music notation semibreves, minims crotchets and quavers and rests
 Further develop the skills to read and perform pitch notation within an octave (C -C)
 Perform a range of repertoire pieces and arrangements combining a mix of acoustic instruments and voices. for a school performance and to a wider audience.

			Discuss what went well about a performance and what could have been better. Lead a performance section.	
Singing	<p>National Curriculum Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Singing forms a key thread on which music is taught. Through good vocal production, careful listening and a developing sense of pitch, pupils can sing in harmony and improvise vocally by year 6. Weekly singing assemblies increase a sense of community within the school and help to improve students' physical and mental well-being as well as their musicality. Pupils can join both lower school and upper school choirs.</p>			
	Year 3	Year 4	Year 5	Year 6
	Sing a wide range of unison songs of varying styles and structures Sing tunefully and with expression. Perform forte and piano Perform actions confidently and in time to a range of songs Pronounce the words within a song clearly Perform as a choir in school assemblies	Continue to sing a broad range of unison songs with a greater range Pitch the voice accurately and follow directions for getting louder and quieter (crescendo and decrescendo) Perform with control over voice and with an awareness of others Sing rounds and partner songs in different time signatures (2,3, and 4 time) Sing a simple second part to introduce harmony Perform a range of songs as a choir in school assemblies	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Sing with accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and chorus. Perform a range of songs as a choir in school assemblies, school performances opportunities and to a wider audience	Sing a broad range of songs, including those that involve syncopated rhythms. Observe rhythm, phrasing, accurate pitching and appropriate style when singing, Continue to sing three and four-part rounds and partner songs. Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performances opportunities and to a wider audience
Listening	<p>National Curriculum Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Pupils will sing songs from a range of faiths and cultures, giving them a greater understanding appreciation of others.</p>			
	Year 3	Year 4	Year 5	Year 6

	Use the terms: pitch, pulse, dynamics, rhythm confidently. Begin to recognise and describe changes in tempo and timbre. Identify more instruments by the sound that they make. Begin to think about what the words of a song mean	Use the terms: pitch, pulse, dynamics, rhythm confidently. Begin to recognise and describe changes in tempo and timbre. Identify more instruments by the sound that they make. Discuss what the words of a song mean.	Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Identify 2/4, 3/4, and 5/4 metre. Begin to recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song	Describe how lyrics often reflect the cultural context of music and have social meaning. Recognise the style of music and important musical features of the style. Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions
Composing/Improvising	<p>National Curriculum Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Composing and improvising allows pupils the opportunity to create their own original music. Through improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies pupils become more actively engaged musicians.</p>			
	Year 3	Year 4	Year 5	Year 6
	<p>Become more skilled improvising using voices, tuned and untuned percussion</p> <p>Compose in response to different stimuli (e.g. stories, poetry, images)</p> <p>Make musical decisions about interrelated dimensions of music pulse, (pitch, texture duration dynamics and tempo.)</p> <p>Invent on the spot responses using a limited note range Compose short ostinato rhythms in 4/4 time Compose song accompaniments on untuned percussion using known rhythms and note values. (Crotchets and minims)</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning. Improvise using voices, tuned and untuned percussion using up to three notes</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood.</p> <p>Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes).</p> <p>Begin to make compositional decisions about the overall structure of improvisations</p> <p>Improvise over a drone using a limited range of notes.</p>	<p>Improvise with rhythm, using voice and instruments (up to five notes)</p> <p>Compose to evoke a specific atmosphere, mood or environment to accompany a film clip. Record the composition using technology.</p> <p>Compose using syncopated rhythms Experiment with a wider range of dynamics. Improvise freely over a drone or groove using tuned percussion and melodic instruments.</p>	<p>Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed drone or groove.</p> <p>Compose to evoke a specific atmosphere, mood or environment to accompany a film clip. Record the composition using technology.</p> <p>compose using discord/concord harmony, chromatic, pentatonic major and minor scales.</p> <p>Compose and notate a canon using crotchets quavers, semiquavers, and rests.</p> <p>Create music with multiple sections that include repetition and contrast</p>

			Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). Include smooth (legato) and detached (staccato) sounds within compositions.			
Key Vocabulary	Year 3 Building on KS1		Year 4 <i>Previous</i> <i>Year's plus...</i>	Year 5 <i>Previous</i> <i>Year's plus...</i>		Year 6 <i>Previous</i> <i>Year's plus...</i>
	Pitch Rhythm Timbre Dynamics Tempo Duration Texture Structure Verse Chorus Accompaniment Body percussion Tuned percussion Untuned percussion Call and response Conductor Drone Glockenspiel Xylophone Improvise Lyrics Melodic phrase Musical elements Notation	Crotchet Quaver Minim Staff Unison Melody Pentatonic scale Partner Song Round Programme music Pulse/ beat Composer Step movement Time Signature Fortissimo Pianissimo Ostinato	Drone Mode Duet ukulele Chords Chord sequence Improvise Interval Melodic phrase Musical elements Notation Pentatonic Programme music Rest [musical silence] Scale Glockenspiel Harmony Middle 8 Glissando Acoustic sound Rest Strong beat Mezzo Forte Mezzo Piano	12-bar blues Blues scale Bent note Sound effects Graphic Score Melodic pattern Phrase/phrasing Discord Concord Score Accent Articulation Attack Balance Bass Descant Decay [of sound] Timpani drum Ensemble Expression Graphic notation Jazz style Polyrhythm Triad Concerto	Acapella Mambo Symphony Syncopation	Articulation Diction Enunciate Film score Special effects Theme Variation Motif Ensemble Bass/ treble clef Harmonise Loop Swing Folk [music] Editing Canon Chromatic Scale Interval Baroque Classical Romantic Modern Genre

Impact Statements	Year 3		Year 4		Year 5		Year 6
	<ul style="list-style-type: none"> ○ I can play and read the notes BAG on the recorder ○ I can play a c major scale on the glockenspiel ○ I can sing in a 2 part round ○ I can compose a new vocal ostinato part to a song ○ I can sing with expression I can recognise sol far hand signals respond with my voice ○ I can use dynamics appropriately within an ensemble ○ I can comment on how the elements of music can build emotion in music ○ To perform a simple bass line an accompany a song ○ I can play the djembe drums using bass and tone strokes 		<ul style="list-style-type: none"> ○ I can play the chords C F Am Dm on the Ukulele reading form box notation ○ I can compose a song using simple chords on my ukulele ○ I can improvise vocally using scat words over a chord sequence ○ I can compose new lyrics/melody to a given chord sequence ○ I can sing in a 3 part round ○ I can perform a partner song in 3 parts ○ I can compose a pentatonic ostinato ○ I can play bass notes, chords, or rhythms to accompany singing. 		<ul style="list-style-type: none"> ○ I can read and perform from a graphic score. ○ I can play within an ensemble with expression and an awareness of others ○ I can improvise using the notes of the blues scale using scat words ○ I can play 2 notes of a chord ○ I can play the 12 bar blues bass line ○ I can compose a song based on the 12 bar blues structure ○ I can recognise music from different genres and give reasons for my answer ○ I can listen and notate music using graphic notation ○ I can play and perform mambo rhythms within a group 		<ul style="list-style-type: none"> ○ I can sing a song in two part harmony with expression and an understanding of its origins. ○ I can confidently recognise music from different genres and give reasons for my answer ○ I can use musical techniques to create atmosphere and emotion ○ I can combine musical intervals to create mood in music ○ I can compose and notate my own rhythmic chant notating dynamics and expression ○ I can improvise an 8 bar melody over a ground bass ○ I can compose a set of variations for a given chord sequence