

Procedural Knowledge (knowing how) :

Listen

- Recognise and understand the difference between pulse and rhythm.
- Recognise basic tempo, dynamic and pitch changes
- Describe the character, mood, or 'story' of music they listen to (verbally or through movement)
- Describe the differences between two pieces of music.
- Express a basic opinion about music (like/dislike)
- Listen to and repeating short, simple rhythmic patterns.
- Listen and respond to other performers by playing as part of a group.
- Listen to and recognise instrumentation.
- Listen to and repeat a short, simple melody by ear.
- Suggest improvements to their own and others' work.

Compose

- Select and create short sequences of sound with voices or instruments to represent a given idea or character.
- Create simple melodies using a few notes.
- Create a simple graphic score to represent a composition.
- Begin to make improvements to their work as suggested by the teacher.
- Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choose appropriate dynamics, tempo and timbre for a piece of music.
- Begin to suggest improvements to their own work.

Perform

- Use their voices expressively to speak and chant.
- Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintain the pulse (playing on the beat) using hands, and tuned and untuned Instruments.
- Copy back short rhythmic and melodic phrases on percussion instruments.
- Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Sing back short melodic patterns by ear and playing short melodic patterns from


Declarative Knowledge (knowing that):


Listen

- Know that sounds can be high and low (pitch)
- Know that sounds can be loud and quiet (dynamics)
- Know that sounds can be fast and slow (tempo)
- Know that sounds can be long and short (duration)
- Identify different instruments and group them into family sounds.
- Recognise when composers have changed timbre.

Compose

- Know that the pulse is the steady beat of the music.
- Know that sounds can be organised into simple patterns.
- Know that voices, instruments and sound makers can make different types of sound.
- Know that sounds can be played separately or together.
- Know that texture is how many sounds are playing together.

- Know that simple symbols can represent sounds. E.g. 
- Know that low, middle and high sounds can be represented with dots which are low, middle or high on a page.

- Recognise simple dot notation and match it to pitches. E.g. 
- Know that improvisation is about making up your own very simple tunes on the spot.

Perform

- Know that the syllables of words can be used to create simple rhythms
- Know that there are different styles of music and where they might come from in the world.
- Know that music and songs have a social theme i.e how music brings us together

What skills and knowledge do our EYFS children take into the y1 curriculum?

Communication and Language

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs

Physical Development

Combine different movements with ease and fluency.

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

- 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.

Implementation

The spiral design of our scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of their six years at Primary School. More specifically, musical elements and concepts that are introduced to our youngest children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school. So, to support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

We will ensure that our teaching practices are inclusive, providing adaptive instruction to meet the needs of all learners.

Learning to be a musician at East Tilbury Primary



Intent

At East Tilbury Primary School, our philosophy of music education is based on the principle that it should be fun and engaging for all. We believe that every child is a natural musician, and that music is intertwined with every aspect of our lives, regardless of location or identity. We are committed to providing every child with the opportunity to experience and appreciate music from various styles and cultures, as we believe this is crucial for their personal musical development. Our music curriculum aims to inspire creativity and self-expression, and our intent is to cultivate a lifelong love of music by exposing students to diverse musical experiences that ignite their passion. Through active listening, performing, and composing, we strive to empower our students to become confident and reflective musicians.



Knowledge Progression Document: Music (KS2)

Procedural Knowledge (knowing how):

Listen

- Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary
- Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Recognise gradual dynamic and tempo changes within a piece of music.
- Recognise, name and explain the effect of the interrelated dimensions of music.
- Recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identify the way that features of a song can complement one another to create a coherent overall effect.
- Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.

Compose

- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Create a piece of music with at least four different layers and a clear structure.
- Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Record own composition using appropriate forms of notation and/or technology and incorporating.

Perform

- Sing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Perform a solo or taking a leadership role within a performance.

Declarative Knowledge (knowing that):

Listen

- Identify melodies that move in steps or leaps (melodic shape).
- Identify major and minor keys
- Know that scales are sets of notes e.g. Blues scale, raga, modes
- Know that tempo can be measured in BPM
- Know that timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band
- Know that texture can be used for a purpose.

Compose

- Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of music styles
- Understand a pentatonic scale.
- Know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre)
- Know that a polyrhythm is many layers of rhythms played at the same time
- Know that music can be organised using a range of structures
- Know and recognise different structures used by composers and genres.
- Understand increasingly sophisticated graphic notation.
- Know that pitch is shown on stave notation.

Perform

- Know the notation for crotchet, crotchet rest, minim, barred and single quavers,



Vocabulary Progression Document: Music

Foundation Stage (EYFS):

Sing, song, chant, rhyme, sound, fast, slow, loud, quiet.

Key Stage 1 (KS1):

Voice, call, response, beat, rhythm, pitch, high, low, loud, soft, long, short, pattern, mood, instrument, perform, Pulse, tempo, getting faster/ slower, getting louder/ softer, symbols, notation, crotchets, quavers, rests, part, round, verse, chorus.

Key Stage 2 (KS2):

Violin, Cell, Double base, Classical, String instruments, Woodwind instruments, Brass instruments, Bar, Downbeat, Stave, Texture, Timbre, Mood, Pentatonic, Chord, Chord progression, Crochet, Quaver, Octave, Ostinato, Crotchet Rest, Minim, Minim rest, Semibreve, Semibreve rest, Time Melody, Crescendo, Canon, Forte, Diminuendo, Decrescendo, Drone, Key, Sharp, Semitone, Slur, Staccato, Flat, Dissonance, Vibrato, Lento.

This vocabulary progression document outlines the key terms for primary schools following the national curriculum and the Kapow scheme of work. It provides a guideline for developing students' vocabulary and understanding of artistic terms as they progress through their primary education.

Resources to use:

Charanga

Model Music Curriculum

Resources in Music room

