

Three areas of disciplinary and substantive knowledge which underpin the Abbeywood primary music curriculum

The assessment framework is structured to set out progression in these three elements of the music curriculum. This framework is designed to inform how we plan for children to improve year by year and assess how well they are improving. This should be used alongside our co-design documentation, in particular the exemplars of particular composers and alongside the examples of music which support the structure shown in the Model Music curriculum: (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf). Progression is a cumulative experience of using and applying disciplinary and procedural knowledge gained (“know-how”) and made secure by repeated practice in different contexts, less a linear hierarchy of substantive knowledge and concepts. Learning is embedded by the application of what has previously been learned and remembered into new contexts.

Sing, play and perform

Our curriculum emphasises the need to provide opportunities for children to sing, play instruments and perform. Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6. Alongside developing tuneful singing, they will be introduced to playing instruments, developing a basic understanding of musical notation. Our curriculum stresses the importance of children’s involvement in designing the content of performances, developing a sense of stagecraft and engagement with an audience. Opportunities are developed for children to give and receive feedback, so that they can develop and improve their performance. At all times, creating opportunities to celebrate, share and experience music of all kinds consolidates the learning.

Explore and compose

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. In the primary years, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. In their compositions, by the end of KS2 they combine known rhythmic notation with letter names and compose song accompaniments on untuned percussion using known rhythms and note values. They become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), and inventing short ‘on-the-spot’ responses using a limited note-range. They structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. The curriculum encourages pupils to compose in response to different stimuli, e.g., stories, verse, images and musical sources.

Listen and appraise

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils 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. By listening to a broad range of music, pupils develop knowledge of specific pieces of music and musical styles which influence other areas of musical activity, including composing and performing. Our teaching of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Sing, play and perform

| | Y1 | Y2 | Y3 | Y4 |
|-----------------------------|--|---|--|---|
| Singing | Sing with expression and confidence to an audience. | Sing songs following a melody using expression and create dramatic effects. | Sing songs in tune, showing clear diction and control of voice. | Sing songs in tune from memory with accurate pitch, showing awareness of others' parts. |
| Instrumental | Control the playing of an instrument to achieve the characteristics and timbre of the sound desired. | | | |
| | Repeat simple beats and rhythms. | Perform simple patterns and accompaniments, keeping to a steady pulse. | Perform simple melodic and rhythmic parts. Maintain a simple part within a group. | Perform simple melodic and rhythmic parts with clarity and control, showing awareness of others' parts. Perform alone and in a group, taking turns to lead the group. |
| Understand and use notation | Recognise and explore how sounds can be organised and expressed visually. | Play sounds in response to a visual symbol. | Follow staff and coloured notation e.g., when playing the P-Buzz. | Use staff and musical notation, knowing the duration of a minim, crotchet and semibreve and recognise these symbols. Know the symbol for a rest in music and use silence for effect. |

Explore and compose

| Y1 | Y2 | Y3 | Y4 |
|--|--|---|---|
| <p>Create sound sequences experimenting with different musical elements.</p> <p>Create a musical pattern.</p> <p>Improvise in making sounds, including rhythms, pulses and different pitches with instruments and the voice.</p> | <p>Create and order sound sequences which have a beginning, middle and ending, showing different musical elements.</p> <p>Create short musical patterns.</p> <p>Select and make changes to improvised sounds to achieve an effect.</p> | <p>Compose short pieces of music which combine musical elements.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p> <p>Improvise repeated patterns, selecting and organising sounds to help create an effect.</p> | <p>Compose music which has several layers of sound.</p> <p>Create an accompaniment for a melody.</p> <p>Improvise a range of related repeated patterns.</p> |

Listen and appraise

| | Y1 | Y2 | Y3 | Y4 |
|--|--|---|---|--|
| Listen to and appraise pieces of music | Identify and match sounds to different feelings, moods, thoughts. | Notice how music can be used to create different moods and effects which communicate ideas. | <p>Notice how sounds can be combined and used expressively in pieces of music.</p> <p>Recognise specific instruments being played.</p> <p>Recognise how musical elements are being combined to compose music.</p> | <p>Notice and explore how sounds can be combined and used expressively in pieces of music.</p> <p>Recognise and identify instruments being played and numbers of instruments/voices.</p> <p>Describe how musical elements are being combined to compose music.</p> |
| | Listen to a composition and suggest how it could be changed, developed or improved. | | | |
| Develop understanding of | | | Notice and explore how music reflects time place and culture. | Describe different purposes of music specific to a historical period or a culture. |
| | <p>Recognise familiar pieces of music and instrumental sounds.</p> <p>Recognise familiar genres and pieces of music by specific composers.</p> | | | |

How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in Music builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Music may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Expressive Arts and Design and what they will develop in KS1 in Music, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of motor skills in the context of creating a beat with musical instruments, do not feature in the end of EYFS assessment statements for Expressive Arts and Design, but reflect aspects of Physical Development.

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to solve real problems, to make choices to support their ideas and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Music/

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To listen attentively to and explore different kinds of music from across the globe, including traditional and folk music from Britain.
- To discuss changes and patterns as a piece of music develops.
- To keep a steady beat, whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.
- To tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
- To move in respond to changes in a pulse or an element of music.
- To play pitch-matching games, copying songs sung by an adult.
- To sing call-and-response songs, echoing phrases of songs sung by an adult.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in Music in KS1 and beyond.

By the end of Y1

| Play and perform | | | Explore and compose | Listen and appraise | |
|---|--|---|---|--|---|
| Singing | Instrumental | Understand and use notation | | Listen to and appraise pieces of music | Musical history |
| Sing with expression and confidence to an audience. | Control the playing of an instrument to achieve the characteristics and timbre of the sound desired. Repeat simple beats and rhythms. | Recognise and explore how sounds can be organised and expressed visually. | Create sound sequences experimenting with different musical elements. Create a musical pattern. Improvise in making sounds, including rhythms, pulses and different pitches with instruments and the voice. | Identify and match sounds to different feelings, moods, thoughts. Listen to a composition and suggest how it could be changed, developed or improved. | Recognise familiar pieces of music and instrumental sounds. Recognise familiar genres and pieces of music by specific composers. |

By the end of Y2

| Play and perform | | | Explore and compose | Listen and appraise | |
|---|---|---|--|---|--|
| Singing | Instrumental | Understand and use notation | | Listen to and appraise pieces of music | Musical history |
| Sing songs following a melody using expression and create dramatic effects. | <p>Control the playing of an instrument to achieve the characteristics and timbre of the sound desired.</p> <p>Perform simple patterns and accompaniments, keeping to a steady pulse.</p> | Play sounds in response to a visual symbol. | <p>Create and order sound sequences which have a beginning, middle and ending, showing different musical elements.</p> <p>Create short musical patterns.</p> <p>Select and make changes to improvised sounds to achieve an effect.</p> | <p>Notice how music can be used to create different moods and effects which communicate ideas.</p> <p>Listen to a composition and suggest how it could be changed, developed or improved.</p> | <p>Recognise familiar pieces of music and instrumental sounds.</p> <p>Recognise familiar genres and pieces of music by specific composers.</p> |

By the end of Y3

| Play and perform | | | Explore and compose | Listen and appraise | |
|---|---|---|--|--|--|
| Singing | Instrumental | Understand and use notation | | Listen to and appraise pieces of music | Musical history |
| Sing songs in tune, showing clear diction and control of voice. | <p>Control the playing of an instrument to achieve the characteristics and timbre of the sound desired.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Maintain a simple part within a group.</p> | Follow staff and coloured notation e.g., when playing the P-Buzz. | <p>Compose short pieces of music which combine musical elements.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p> <p>Improvise repeated patterns, selecting and organising sounds to help create an effect</p> | <p>Notice how sounds can be combined and used expressively in pieces of music.</p> <p>Recognise specific instruments being played.</p> <p>Recognise how musical elements are being combined to compose music.</p> <p>Listen to a composition and suggest how it could be changed, developed or improved.</p> | <p>Notice and explore how music reflects time, place and culture.</p> <p>Recognise familiar pieces of music and instrumental sounds.</p> <p>Recognise familiar genres and pieces of music by specific composers.</p> |

By the end of Y4

| Play and perform | | | Explore and compose | Listen and appraise | |
|--|---|--|---|---|--|
| Singing | Instrumental | Understand and use notation | | Listen to and appraise pieces of music | Musical history |
| <p>Sing songs in tune from memory with accurate pitch, showing awareness of others' parts.</p> | <p>Control the playing of an instrument to achieve the characteristics and timbre of the sound desired.</p> <p>Perform simple melodic and rhythmic parts with clarity and control, showing awareness of others' parts.</p> <p>Perform alone and in a group, taking turns to lead the group.</p> | <p>Use staff and musical notation, knowing the duration of a minim, crotchet and semibreve and recognise these symbols.</p> <p>Know the symbol for a rest in music and use silence for effect.</p> | <p>Compose music which has several layers of sound.</p> <p>Create an accompaniment for a melody.</p> <p>Improvise a range of related repeated patterns.</p> | <p>Notice and explore how sounds can be combined and used expressively in pieces of music.</p> <p>Recognise and identify instruments being played and numbers of instruments/voices.</p> <p>Describe how musical elements are being combined to compose music.</p> <p>Listen to a composition and suggest how it could be changed, developed or improved.</p> | <p>Describe different purposes of music specific to a historical period or a culture.</p> <p>Recognise familiar pieces of music and instrumental sounds.</p> <p>Recognise familiar genres and pieces of music by specific composers.</p> |

Eight substantive concepts which underpin the procedural knowledge developed through the Abbeywood primary music curriculum and which are referenced in the language of the curriculum framework

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|------------------|--|
| Pitch | How high or low a note is. The pitch of a note can be expressed with reference to where it sits on the pentatonic scale. |
| Tempo | The speed or pace of the music. The tempo of a piece is strongly associated with the mood it seeks to set. |
| Duration | The amount of time or how long or short a note , phrase , section, or composition lasts. In written notation, this will include recognising symbols which indicate duration: semi-breve (whole note), minim (half note), crotchet (quarter note), quaver (eighth note) and rest. |
| Dynamics | The volume at which a sound is produced, commonly placed on this spectrum: very soft (pianissimo - <i>pp</i>) / soft (piano- <i>p</i>) / moderately soft (mezzo-piano - <i>mp</i>) / moderately loud (mezzo-forte - <i>mf</i>) / loud (forte - <i>f</i>) / very loud (fortissimo - <i>ff</i>) |
| Timbre | The perceived sound quality of a musical note , sound or tone . |
| Texture | The overall effect of how melody, harmony and rhythm are combined in a piece of music. |
| Rhythm | Variable sound patterns which fit over a steady pulse or beat: in songs, rhythms are dictated by the arrangement of syllables. |
| Structure | How a piece of music is organised. |