

Federation of Kirkby Malzeard and St Nicholas CE School

Knowledge and Skills Progression Document

Music

Music is a subject that enriches a child’s life and education as well as their future. Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum’ (Model Music Curriculum).

At the Federation of Kirkby Malzeard and St Nicholas CE Schools, we understand the value and enrichment music brings to the life of a child and to the school as a community and we are committed to providing varied and enriching musical experiences and developing musical skills and knowledge that will contribute to a life-long love of music. Music lessons are about learning in and through music, not solely about music and aim to build up pupils’ knowledge and skills as well as developing their imagination and creativity.

Music also has many benefits beyond itself - it contributes significantly to the development of language, reasoning and memory; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and co-ordination; it improves memory and integrates many other subjects. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed. But of greater significance than the transferable skills music offers.

It is important to acknowledge, as the Ofsted review into Music of July 2021 states, that ‘learning music is good for becoming more musical. Playing the piano is helpful for improving piano performance, singing in a choir supports becoming a good choral singer and writing lots of songs is a foundation for expertise in song-writing. These are wonderful things in and of themselves and need no further justification.

In class music lessons with Mrs Harris we are following a Music Express scheme of work. This is a varied programme which enables children to sing, compose, play instruments and listen in a carefully structured progressive manner. We are developing our singing voices, pulse and rhythm awareness and listening skills through songs, musical games and composition tasks, and being exposed to music from different cultures, contexts and historical times.

# Music express: KS1 2-year plan

Adapted from the Music Express 2 year mixed age-group plan: with fewer units in Spring and Summer terms to allow time for consolidation, technology exploration and composition. Songs used in previous units will be revisited regularly and a bank of known songs will be gradually built up.

Additional singing, movement and rhythm games and performance opportunities will be included as appropriate. Units can be spread across half terms, I.e. 3 units across one term. Focussed learning for each unit has been highlighted but many elements will be taught within each one.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  |  |  |  |  |  |  |
| YEAR A | **Sounds, Pulse**Ourselves Y2Machine Y1  | **Descriptive, rhythm**Storytime Y1 Weather Y2 | **Tempo, rhythm**Our bodies Y2 | **Pulse**Pattern Y2 |  **Pitch, Technology**Water Y2 Manipulating sound | **Timbre, texture**Y2 Our land |
| YEAR B 2022-23 | **Pulse/Pitch**Number Y1 Animals Y2 | **Descriptive/ sounds**Storytime Y2 Weather Y1 | **Metre/ rhythm**Pattern Y1 Travel Y2 | **Technology** Computing Unit 2.7 | **Tempo**Toys Y2 | **Timbre**Our school Y1 |

# Music express: 4-year plan – KS2

This has been adapted from the Music Express two-year mixed age scheme. There are fewer units per term to enable consolidation of learning and skills and more time for composition, creativity and performance within the planned material. This enables older children to develop their skills at a higher level using the same material.

At the start of the year there are more Year 3 and 4 units, with Year 5 and 6 units added in towards the end of each year. Each year will begin with singing and rhythm games and performance opportunities will be built in as appropriate. Units can be spread across half terms, I.e. 3 units across one term. Focussed learning for each unit has been highlighted but many elements will be taught within each one. Time has been planned in each year to explore music technology, which will embed learning from recent units.

One year in the 4-year cycle is set aside to focus on instrumental learning, either with a project from the Music Hub, or recorder/ other instruments taught in school. This ensures every pupil will have the chance, at least once during KS2, to progress in instrumental learning including reading notation, ensemble skills and performance. Other aspects of music will be taught via these instrumental lessons.

This scheme is designed to be flexible to the needs of the children and time constraints. As long as objectives are met material can be substituted or lessons omitted in needed. Additional movement to music, singing games and solfa pitch work will be added in where appropriate. Songs used in previous units will be revisited regularly and a bank of known songs will be gradually built up.

Some units have been chosen to fit in with other topics where possible but only where this still works within the musical progression. The scheme builds in opportunities for listening to a wide range of music.

Year A  strands – rhythm, listening, music around the world

Year B strands – timbre, sound production, instrument groups, sound effects

Year C strands – notation, pitch, metre, dancing/ movement

Year D – strands – Rhythm, pitch, notation, instrumental skill

Either delivered by an instrumental or music specialist or by using a combination of Recorder Magic and Skill Builder resources from the Music Express website.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| A | **TImbre**  Sounds Y3    | **Pentatonic, Pitch** **Call and response**  Around the World Y4 Human body Y3   | **Descriptive music, Timbre**  Environment Y4    | **Word Rhythms**  Food and drink Y4   | **Structure, composition**  Life cycle Y5   |  **Music technology**  Organise sounds and fit rhythms together using Garageband/ Audacity   |
| B 2022-23 | **Timbre, structure**  Environment Y3  Sounds Y4    | **Ostinato**   Communication Y4   | **Notation: pitch, rhythm**  In the past Y3   | **Metre, syncopation**  Time Y4   | **Sound effects, dynamics**  At the movies Y5  |  **Music technology** Explore digital sound effects   |
| Optional – Instrumental project from Music Hub: * 2022-3: Kirkby Malzeard Year 5/6 String Project all year,
* 2023 summer term: St Nicholas Y3/4/5/6 Brass project
 |
| C | **Notation, sound effects**  Communication Y3   | **Rhythm, Metre**  Poetry Y4 Time Y3  | **Pitch, pentatonic scale**  China Y3   | **Dancing music, structure, purpose**  In the past Y4  | **Rhythm, coordination**  World unite Y6   | **Music technology**  Recording/ manipulating sounds   |
| D | INSTRUMENTAL BASED PROJECT – NYCC MUSIC HUB (KM) |
| **Rhythm**Samba or bucket drumming | **Pitch**Recorders | **Structure/ texture**Recorders/ percussion | **Pitch notation**Recorders | **Rhythm notation**Percussion group | **Performance**Recorders |