

Easton Royal Academy: Music Curriculum



Progression of disciplinary knowledge

| | | KS1 | LKS2 | UKS2 |
|------------|---|--|---|--|
| Listening | Listening, appraising and evaluating | <ul style="list-style-type: none"> Know the names of different families of instruments (eg. Brass, strings) Identify well-defined musical features. Analyse how music makes you feel. Know the names of key composers and performers | <ul style="list-style-type: none"> Know the names of individual instruments of the orchestra. Analyse and comment on how sounds are used to create different moods. Identify repeated patterns used in a variety of music. (Ostinato). Know the names of key composers and performers and some of the pieces they have created | <ul style="list-style-type: none"> Know how different instruments are being played expressively. Identify the metre of different pieces through recognising the pattern of strong and weak beats. Know the names of key composers and performers across several genres of music and say why their compositions/performances are important. |
| Performing | Singing songs with control and using the voice expressively | <ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers | <ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. e.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads | <ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice |
| | Control of rhythm & pulse | <ul style="list-style-type: none"> Identify the pulse and join in getting faster and slower together. Play long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. | <ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic patterns. | <ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. |
| | Control of instruments & pitch | <ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements. Play instruments in different ways and create sound effects. Handle and play instruments with control. Recall and play short sequences and patterns of sounds. | <ul style="list-style-type: none"> Perform with awareness of different parts. Identify melodic phrases and play them by ear. Play repeated pitched patterns in time with the pulse/other performers. | <ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion. Play accompaniments with control and accuracy. Perform an independent part, keeping to a steady pulse. Improvise melodic patterns. |

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| Composing | Composing | <ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements • Make sounds and recognise how they give a message • Create and choose sounds in response to a given stimulus. • Identify how sounds can be changed. | <ul style="list-style-type: none"> • Recognise how music can reflect different intentions. to their own and others' work. • Create pieces with a clear beginning, middle and end, responding to a given stimulus. • Explore different combinations of pitch sounds. | <ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. • Use ICT to change and manipulate sounds. |
| | Reading & writing notation | <ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on different instruments. • Play and sing phrases from graphic scores. | <ul style="list-style-type: none"> • Perform from more complicated graphic scores (eg. Multipart) • Play an instrument using staff notation as a support. • Record their own ideas as graphic scores. • Know the names of musical notes (quaver, crotchet, minim, semi-breve). • Know where each note is located on the stave | <ul style="list-style-type: none"> • Perform from simple musical notation (crotchets, quavers, semi-breves and limited interval 'jumps'). • Sing songs using staff notation as support. • Know the names of musical notes (quaver, crotchet, minim, semi-breve). • Know where each note is located on the stave. |

Units of study

| KS1 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|---|--|--------------------------------------|---|--------------------------------|---|
| EYFS | Me | My Stories | Everyone | Our World | Big Bear Funk | Reflect Rewind Replay <i>Western Classical</i> |
| Year A | Hands Feet Heart <i>South African Styles</i> | Rhythm in the Way we Walk Banana <i>Reggae Hip Hop</i> | I Wana Play in a Band <i>Rock</i> | Round and Round Y1 <i>Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</i> | Friendship Song | Reflect Rewind Replay <i>Western Classical</i> |
| Year B | Hey You <i>Old School Hip Hop</i> | Ho Ho Ho <i>Christmas, Big Band, Motown, Elvis, Freedom Songs</i> | In the Groove | Zootime <i>Reggae</i> | Your imagination <i>Pop</i> | Reflect Rewind Replay <i>Western Classical</i> |

| KS2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|--|---|---|--|---|---|
| Year A | Let Your Spirit Fly <i>R&B, Western Classical, Musicals, Motown, Soul</i> | Stop <i>Grime, Classical, Bhangra, Tango, Latin Fusion</i> | Make you Feel My Love <i>Pop Ballads</i> | You've Got a Friend <i>The Music of Carole King</i> | Bringing Us Together <i>Disco</i> | Reflect Rewind Replay <i>Western Classical</i> |
| Year B | Mama Mia Music of the 70s and 80s Y4 | Glockenspiel Stage 1 <i>Scores/ Notation</i> | Glockenspiel Stage 2 <i>Scores/Notation</i> | Lean on Me <i>Gospel</i> | Music and Me <i>Contemporary, music and identity</i> | Reflect Rewind Replay <i>Western Classical</i> |
| Year C | Three Little Birds <i>Reggae</i> | Happy <i>Pop</i> | Livin' on a Prayer <i>Rock</i> | Classroom Jazz 1 | Classroom Jazz 2 | Reflect Rewind Replay <i>Western Classical</i> |
| Year D | The Dragon Song <i>A little bit funky and music from around the world</i> | Blackbird Coming soon! | New Year Carol <i>Benjamin Britten (Western Classical Music), Gospel, Bhangra.</i> | Fresh Prince of Bel-Air <i>Hip-Hop</i> | Dancing in the Street <i>Motown</i> | Reflect Rewind Replay <i>Western Classical</i> |