

Intent

At Easington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.

As a Church of England school, Christian values underpin all that we do. We provide a rich and stimulating learning environment based on our four core Christian values of :

Thankfulness, Respect, Compassion and Friendship

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

“A community working in harmony to achieve our God – given potential.”

...It is inspired by John 10:10:

“I have come that they may have life, and have it to the full.”

Music

At Easington Primary Academy, it is our intention to provide all children with a music curriculum that ensures a clear progression of skills and gives the opportunity to gain a firm understanding of what music is. We achieve this through listening, singing, playing, evaluating, analysing, and composing across a wide variety of styles, traditions, musical genres and historical periods. This provides our children with the skills they need to become confident performers, composers and listeners.

At the heart of our curriculum, we want all children to have the opportunity to play an instrument, to make music with others and to have the chance to progress to the next level of their creative excellence.

Substantive and Disciplinary Knowledge - Strand progression							
MUSIC							
F1 (nursery)	F2 (reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing							
Substantive and Disciplinary Knowledge							

Music Progression at Easington CE Primary Academy

To chant and sing a range of simple songs and rhymes in a comfortable singing position - higher and lower but not yet exactly pitch match.	To chant and sing a range of songs and rhymes in a comfortable singing position - higher and lower and exactly pitch match two sounds.	To change and sing a range of songs and rhymes in a comfortable singing position - higher and lower and exactly pitch match three sounds. To experience a song from a different culture: eg. Kye Kye Kule (Call and response, echo -Africa - Ghana)	To change and sing a range of songs and rhymes in a comfortable singing position - higher and lower and exactly pitch match three to five pitches and show the pitch shape with their finger. Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song from a different culture: eg. Kye Kye Kule (Call and response, echo -Africa - Ghana) - mark the pulse and clap the rhythm of the words.	To change and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range. Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment.	To change and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range and key change. Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment. To attempt to sing in two parts.	To change and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range and more complex rhythms. Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment. To sing in two parts and hold their part.	To change and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range, syncopation and good diction. Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment. To sing in three parts. Perform from memory Shimabayashi
Curriculum materials and resources used. Core songs							
Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark	Sing up, You Tube Out of the Ark
Key Vocabulary							
Speaking voice	Singing voice	Singing or speaking voice, rhyme, song	Singing in tune	A round	Partner songs, part singing	Singing technique, posture and breathing.	Stagecraft and diction.
Musicianship							
Substantive and Disciplinary Knowledge							

Music Progression at Easington CE Primary Academy

To be able to copy a pulse action led by a teacher when listening to music.	To be able to make a pulse action by rocking on the floor moving in time with the music.	Talk about duration, long or short notes and copy rhythms performed by my teacher (crotchet and quaver rhythms) Identify changes in pitch using correct vocabulary high/low using hand signs. Understand the word pulse and maintain a pulse patting knees. Describe different types of sound (timbre) made by percussion instruments.	Identify changes in pitch using correct vocabulary high/low/middle and illustrate with hand gestures. Maintain a pulse clapping including tempo changes. Read stick notation rhythms (crotchet, quavers and crotchet rest) Understand the word pulse and maintain a pulse clapping.	Read stick notation including crotchet, quavers, crotchet rest and minims Use the actual note names for C D E or B A G in the treble clef. Maintain a pulse whilst playing the ? Be able to use the language about music dimensions with a vocabulary mat for scaffolding. To understand the words and difference between pulse and rhythm. Maintain a pulse with an untuned percussion instrument.	Read stick notation including crotchet, quavers, crotchet rest and minims semi-breves. Identify pitch changes and use notes names C D E F G A.. Perform using the pentatonic scale. Maintain a pulse whilst performing chords on tuned percussion. Describe a range of orchestral instruments by name and use language about music dimensions - identifying at least one.	Identify and record note names of a full octave for C D E F G A B C in the treble clef. Perform using the pentatonic scale. Read stick notation including crotchet, quavers, crotchet rest, minims, semibreves, semi-quavers. Describe some of the music dimensions including pulse, pitch, rhythm, dynamics and tempo without support.	Identify and record note names of a full octave for C D E F G A B C in the treble clef. Understand what a musical stave is and read C D E and B A G on it. Using Melody Maker (Google Chrome Music Lab) and using C major, A minor, G major and F major chords to write a pop chord sequence. Read stick notation including crotchet, quavers, crotchet rest, minims, semibreves, semi-quavers. To use <u>some</u> of the specific language of dimensions eg. dynamics, tempo and timbre including (forte, piano, crescendo, decrescendo) Timbre, types of sound - (legato - smooth and staccato - detached). Tempo (allegro - fast and adagio - slow, accelerando, getting faster and rallentando, getting slower).
Curriculum materials and resources used							
Jolly Music Beginner	Jolly Music Beginner	Jolly Music Beginner and Level 1	Jolly Music Beginner and Level 1.	You Tube	You Tube	You Tube	You Tube
Vocabulary - starts in Year 1 as the National curriculum/Model Music Curriculum begins.							
		Pulse	Rest, Rhythm, Pitch	Notes names, tempo, dynamics	Pentatonic scale (5 note pattern of notes), timbre.	Structure, crotchet, quaver, semi quaver, minim.	Texture, Semibreve

Listening							
Substantive knowledge							
To be exposed to a range of music and be led by the teacher to respond to it through copying gestures.	To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Respond to it through gestures/dance movements they spontaneously improvise recognising when music becomes faster or slower	To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Be aware of tempo (speed) and dynamics (volume) and respond with movement. Be aware of different instruments To listen to and recognise Pop music	To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Be aware of tempo (speed) and dynamics (volume) including (getting louder/softer) Be aware of different instruments and specifically naming one. To articulate likes and dislikes and recognise Pop and classical music	To identify but not necessarily use the exact vocabulary: pitch (recognising melodies and ostinatos) duration (rhythm and pulse) dynamics (forte, piano) tempo (allegro - fast and adagio - slow), timbre (type of sounds). Be aware of different instruments and specifically name several. To listen to and recognise pop, classical and folk music	To explore structure (call/response, phrases), texture (solo) and harmony . Be aware of different instruments and specifically naming one. Recognise brass, woodwind, strings and percussion instruments in an orchestra. To listen to and recognise pop, classical, folk and jazz music	To identify/describe - dynamics & articulation (forte, piano, crescendo, decrescendo, legato and staccato) tempo (allegro and adagio), accelerando and rallentando), timbre (type of sounds). Identify specific rhythm patterns - ostinato/riff. To listen to and recognise pop, classical, folk, jazz and cultural music. Identify: orchestra/band/choir	To be able to appraise all genres and apply all the dimensions of music To listen and identify pop, classical, folk, jazz, cultural and fusion genres of music.

Curriculum materials and resources used plus Easington ‘school listening pieces’ - pieces in bold are core pieces.

Music Progression at Easington CE Primary Academy

	Carnival of the Animals - Classical (CI) Tortoise and The Elephant The Can Can (CI) Farmer Nappy Back Yard Gang - Pop	-Carnival of the Animals -Tortoise, The Elephant (CI) -The Can Can (CI) -Farmer Nappy BackYard Gang (Pop) - Take on Me (AHA) - Pop - The Clog Dance - Heron (CI) - In the Hall of the Mountain King (CI)	-Tortoise, The Elephant (CI) -The Can Can (CI) -Farmer Nappy Backyard Gang (Pop) - Take on Me (AHA) - Pop - The Clog Dance - Heron (CI) - In the Hall of the Mountain King (CI) - The Nutcracker March (CI) - We Will Rock You (Pop) - March of the King (CI - Carnival of the Animals) - All You Need is Love - The Beetles (Pop)	Revisit all music from Key Stage 1 -Tortoise, The Elephant (CI) -The Can Can (CI) -Farmer Nappy Back Yard Gang (Pop) - Take on Me (AHA) - Pop - The Clog Dance - Heron (CI) - In the Hall of the Mountain King (CI) - The Nutcracker March (CI) - We Will Rock You (Pop) - March of the King (CI - Carnival of the Animals) - All You Need is Love - The Beetles (Pop) NEW - Dance of the Sugar Plum Fairy (CI) - I'm a Believer - (Pop) - The Welleraman (folk)	Continue to revisit all previous music: NEW In the Mood - Jazz The Entertainer - Jazz	Continue to revisit all previous music: More recent In the Mood - Jazz The Entertainer - Jazz NEW Arirang - cultural Kodo Heartbeat - Taiko - cultural	Explore Fusion using Tokio's composition in the final of Britains got talent: It features all styles and particular pieces Interstellar - Hans Zimmer I'm Only Human - Rag and Bone Man Review all music that has been studied in school.
Vocabulary							
		Pop music, instruments, orchestra, composer	Classical music, string instruments	Folk music, woodwind and brass	Jazz music, percussion and pop instruments	Cultural music	Fusion
Performing							
Substantive and disciplinary knowledge							

Music Progression at Easington CE Primary Academy

To be able to perform a song as a group, starting and finishing together.	To be able to perform a song as a group, starting and finishing together with musical expression (louder and softer – dynamics)	Perform a solo four beat rhythm with body percussion. Recognise four untuned percussion instruments and perform with musical expression. To perform a range of songs in the nativity as a key stage.	Perform a solo four beat rhythm with body percussion. Recognise four untuned percussion instruments and perform with musical expression. To perform a range of songs in the nativity as a key stage. Compose and perform a 4 - 16 beat rhythm Recognise three tuned percussion instruments and perform with musical expression. Perform a range of songs in the nativity including in a small group.	Perform as a whole class on a recorder a range of songs including: Hot Cross Buns and Rain is Falling Down Reading the notation BAG/crochet & paired quaver, rests. To be able to hold the ukulele correctly and play open strings. To be able to play at least one chord. Perform in a concert as a key stage singing or playing with stagecraft and taking care of my instrument (including cleaning) - recorder, ukulele and keyboard.	Revisit the recorder including BAG tunes, and also play additional notes C D (high and Low) and E if able. Perform as a class on a ukulele using open strings and also chords including C6, C7, C major, A minor, F major. Perform in concert as a class choir or instrumental ensemble in parts with stagecraft.	Perform as a whole class a Taiko drumming performance. Perform music using the major and minor pentatonic scale singing, on the recorder, keyboard, and ukulele. Able to hold my instrument in a rest and performing position. Perform a range of tuned (including bell plates) and untuned percussion instruments including those from different cultures. Perform a song in several parts in a performance.	Perform at the end of year concert singing in chorus items expressively and with good diction and following cues. Being able to lead the group, as a conductor. To perform as a class band (12 bar blues) all instruments that have been explored at school in previous years. To be able to assess the quality of your own and others performances and look at ways to improve.
Curriculum materials and resources used							
To be filled in.							
Vocabulary							
		Singing or speaking voice	Singing in Tune	A round	Partner Songs	Part Singing, Syncopation	Stagecraft and diction.

Music Progression at Easington CE Primary Academy

Composing and improvisation							
Substantive and disciplinary knowledge							
To be able to make a sound with an untuned percussion instrument holding it correctly.	To be able to make a sound with two untuned percussion instruments holding them correctly, in a group activity and able to refine and improve musicality through listening.	Improvise a 4 beat rhythm using question and answer phrases. Experience stick and graphic notation. Improvise words/rhythms or noises to a song or book (eg. Handa’s surprise or We’re Going on a Bear Hunt)	Write a 4 beat rhythm using stick notation. Improvise words, or noises (using instruments) to go with a theme and then perform.	Record a rhythm I have composed using stick notation and melody using the pitches C D E or G A B on the stave. I can organise these into a beginning, middle and end. Improvise on the recorder using the notes G A B.	Record a rhythm I have composed using stick notation and melody using the pitches C D E G A (pentatonic scale) o the stave. I can compose to create a given mood; happy, sad, spooky, festive. Use Song Maker from Google Chrome Music Lab to compose my own piece.	Compose a riff or groove and improvise using the pentatonic scale. Compose in C major and A minor using chords and also giving detailed dynamic, tempo and articulation markings in A B A ternary form.	Compose using the 12 bar blues. Use music technology to compose and record this using Chrome Melody Maker.
Curriculum materials and resources used							
Add							
Vocabulary							
		Composer, Thinking voice (rhythm)	Stick notation & Rhythm	Melody - tune	Pentatonic scale	Musical structure A B A	12 Bar Blues Chord structure 4 chord pop songs.