



Music

Overview and Progression

Maps



Music Curriculum

Music Curriculum Intent

The Music curriculum at Saxon Primary School enables pupils to acquire the skills and musical understanding to express ideas, thoughts and emotions through the universal language of Music. Children listen, respond and evaluate a wide range of music, learning to discover and respectfully share their own opinions. We ignite a passion and foster a love of Music by exposing all children to motivating, memorable and immersive experiences throughout their learning journey. The Curriculum embodies opportunities to compose, rehearse and perform to peers and wider audiences, building resilience and responsibility for their own successes. Performances reflect the passions and interests of our own pupils and those of Saxon Primary School's wider community. Children find their voice as listeners, singers, composers and performers preparing them with a platform to live as lifelong musicians.

The Core Concepts for Music

Core Concepts in Music			
Composition	Listen to	Play and Performance	Review and Evaluate

Music Overview



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn I	<p>'I've got a grumpy face' 'The Sorcerer's Apprentice'. Timbre, beat, pitch, musical story telling, louder/quieter, faster/slower, higher/lower.</p>	<p>'Menu Song', 'Colonel Hathi's march'. Active listening and movement, beat, march, timbre, music linked with film.</p>	<p>'Tony Chestnut' and 'Carnival of the Animals'. Beat, rhythm, pitch, echo, timbre, tempo, dynamics, classical music.</p>	<p>I've Been to Harlem (6) Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p>	<p>This little light of mine (6) Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p>	<p>What shall we do with a drunken sailor? (6) : Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1</p>	<p>Hey Mr Miller (6) Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p>
Autumn II	<p>Christmas Production, singing(pitch and rhythm), moving with rhythm and rehearsing and performing to an audience.</p>	<p>Christmas Production. Singing (pitch and rhythm) and movement to the beat. Rehearsals and performance.</p>	<p>Christmas Production. Singing (pitch and rhythm) and movement to the beat. Rehearsals and performance.</p>	<p>Nao Chariya de/Mingulay boat Song (3) Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. Sound symmetry Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p>	<p>The Pink Panther Theme (3) Timbre, tempo, rhythm, dynamics, atmosphere, music from a film. Composing with colour (3) Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p>	<p>Why we sing (3) Gospel music, instruments, structure, texture, vocal decoration. Introduction to song writing (3) Structure (verse/chorus), hook, lyric writing, melody</p>	<p>Shadows (3) Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). Composing for protest (3) To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p>

Music Overview



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Spring I	<p>'Birdspotting: cuckoo, polka.' (3) 'Shake my sillies out.' (3)</p> <p>Active listening, beat, pitch, vocal play, timbre, tempo.</p>	<p>'Football'. (6)</p> <p>Timbre, pitch, structure, graphic symbols, classical music, beat, ostinato, pitched/unpitched patterns, mi-ro-do.</p>	<p>'Gramma rap'. (6)</p> <p>Duration (crotchet, quavers, crotchet, rest), unison, round.</p>	<p>Ukelele unit 1 (year 3 unit) (5)</p> <p>Cuban music, sing syncopated rhythms – verse, chorus structure, learn about and to play ukulele, whoe-class performance, improvise percussive drum patterns, compose.</p> <p>Progression snapshot lesson.</p>	<p>Ukelele unit 1 (year 3 unit) (5)</p> <p>Cuban music, sing syncopated rhythms – verse, chorus structure, learn about and to play ukulele, whoe-class performance, improvise percussive drum patterns, compose.</p> <p>Progression snapshot lesson.</p>	<p>Ukelele unit 1 (year 3 or Year 4 unit) (5)</p> <p>Cuban music, sing syncopated rhythms – verse, chorus structure, learn about and to play ukulele, whoe-class performance, improvise percussive drum patterns, compose.</p> <p>Progression snapshot lesson.</p>	<p>Ukelele unit 1 (year 4 unit) (5)</p> <p>Progression snapshot lesson.</p>
Spring II	<p>'Up and down' and 'Five fine bumble bees'.</p> <p>Pitch contour, timbre, tempo, structure (call and response) and active listening.</p>	<p>"Down' from Sea Interludes' and Musical Conversations'.</p> <p>Beat, active listening, 20th century classical music, question and answer, timbre, graphic score.</p>	<p>Composing Music inspired by BirdSong</p> <p>Composing using a non-musical stimulus, creating music inspired by birds and bird song, improvising and playing a solo on instruments</p>	<p>Ukelele unit 1 (year 3 unit) (5)</p> <p>Cuban music, sing syncopated rhythms – verse, chorus structure, learn about and to play ukulele, whoe-class performance, improvise percussive drum patterns, compose.</p> <p>Progression snapshot lesson.</p>	<p>Ukelele unit 1 (year 3 unit) (5)</p> <p>Cuban music, sing syncopated rhythms – verse, chorus structure, learn about and to play ukulele, whoe-class performance, improvise percussive drum patterns, compose.</p> <p>Progression snapshot lesson.</p>	<p>Ukelele unit 1 (year 3 or Year 4 unit) (5)</p> <p>Cuban music, sing syncopated rhythms – verse, chorus structure, learn about and to play ukulele, whoe-class performance, improvise percussive drum patterns, compose.</p> <p>Progression snapshot lesson.</p>	<p>Ukelele unit 1 (year 4 unit) (5)</p> <p>Progression snapshot lesson.</p>

Music Overview



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer I	<p>'Down there under the Sea', and 'It's oh so quiet!'. Timbre, structure, active listening, tune moving in step, soundscape, dynamics and musical storytelling.</p>	<p>'Dancing and drawing to nautilus', 'Cat and Mouse'. Active listening, internalizing beat, electronic music, mood, tempo, dynamics, rhythm, dot notation.</p>	<p>'Swing-a-long with Shostakovich' and 'Charlie Chaplin'. 2- and 3- time, beat, beat groupings, 20th century music, mood, tempo, dynamics, rhythm and dot notation.</p>	<p>Just three notes (3) Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Samba with sergio (3) Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p>	<p>Global pentonics (3) Pentatonic scale, different music traditions and cultures, graphic/dot notation. The horse in motion (3) To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p>	<p>Balinese Gamelan (3) Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). Composing in ternary form (3) Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p>	<p>Race! (3) To create music to accompany a short film about a race, composing an extended melody and accompaniment Exploring identity through song (3) Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p>
Summer II	<p>'Slap clap clap' and 'Bow, bow, bow Belinda'. Music in 3-time, beat, active listening and accompaniment. Sing Up day global celebration: singing and performing as a school.</p>	<p>Come dance with me. Beat, march and jig. Sing Up day global celebration: singing and performing as a school</p>	<p>'Tanczmy labada (6). <i>Rockpool rock – additional extra/song from topic.</i> Sing Up day global celebration: singing and performing as a school</p>	<p>Fly with the stars Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. Sing Up day global celebration: singing and performing as a school</p>	<p>Favourite song (classroom percussion) (6) Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3. Sing Up day global celebration: singing and performing as a school</p>	<p>Kisne bayaya (6) A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. Sing Up day global celebration: singing and performing as a school</p>	<p>Leavers Production - Performance - Harmony - Rehearsal - Tone - Pitch Snapshot 3 lesson. Sing Up day global celebration: singing and performing as a school</p>

MUSIC LEARNING MAP



Year 1

Experiment with sounds using the interrelated dimensions of music. E.g. louder, softer, quicker, slower, simple musical notations.

Aut 1—Menu Song and Colonel Hathi's March
Aut 2— Football

Year 2

Experiment with, create, select and combine sounds using the interrelated dimensions of music. E.g. louder, softer, quicker, slower, higher, lower, simple musical notations.

Aut 1— Tony Chestnut and Carnival of the Animals
Spr 1—Grandma rap
Spr 2—Composing music inspired by Birdsong
Sum 1—Swing –a-long with Shostakovich

Year 6

Improvise and compose music for a range of purposes using the interrelated dimensions of music. E.g. duration, timbre, texture, structure, tempo, musical notations.

Use and understand staff and other musical notation.

Aut 1— Hey Mr Miller
Aut 2— Shadows and Composing for protest!
Sum 1—Race!

Composition

Skills Progression Map

Year 5

Improvise and compose music for a range of purposes using the interrelated dimensions of music. E.g duration, timbre, texture, structure, tempo, musical notations.

Use and understand staff and other musical notation.

Aut 2—Introduction to song writing
Sum 1—Balinese Gamelan and Composing in ternary form
Sum 2— Kisne banaaya

Year 3

Begin to compose music on their own and with others, using the interrelated dimensions of music. E.g. pitch, tempo, dynamics, musical notations

Use some staff and other musical notation

Aut 1— I've been to Harlem
Aut 2—Sound Symmetry
Sum 1—Just three notes

Year 4

Compose music on their own and with others using the interrelated dimensions of music. E.g. pitch, tempo, dynamics, duration, musical notation.

Use and understand some staff and other musical notation.

Aut 1— This little light of mine
Aut 2—The Pink Panther theme and Composing with Colour
Sum 1—Global pentatonics and The horse in motion
Sum 2—Favourite song



MUSIC LEARNING MAP

Listen and Appraise Skills Progression Map

Year 1

Develop listening skills to some recorded and live music

Aut 1—Menu Song and Colonel Hathi's March
Aut 2—Dawn from Sea Interludes

Year 2

Listen with concentration and understanding to a range of recorded and high-quality live music.

Aut 1— Tony Chestnut and Carnival of the Animals
Sum 1—Swing –a-long with Shostakovich
Sum 2—Tanczomy labada

Year 3

Listen to and begin to recall sounds with aural memory

Aut 1— I've been to Harlem
Aut 1—Sound Symmetry

Year 4

Listen to and recall sounds with increasing aural memory

Aut 1— This little light of mine
Aut 2—The Pink Panther theme
Sum 2—Favourite song

Year 5

Listen with attention to detail and comment on inter-related dimensions of music

Aut 2—Why we sing and Introduction to song writing
Sum 1—Balinese Gamelan and Composing in ternary form

Year 6

Listen with attention to detail and comment on inter-related dimensions

Aut 1— Hey Mr Miller
Sum 1— Exploring identify through song



MUSIC LEARNING MAP

The whole school perform songs at 3 Celebration Assemblies each academic year.

Learning songs through singing assemblies to perform to parents.

Year 1

Begin to use voice creatively by singing simple songs

Begin to play tuned and untuned instruments musically

Aut 2— Christmas Performance

Sum 1—Dancing and drawing to nautilus

Sum 2—Sing Up Day

Year 2

Use voice expressively

Use voice creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically

Aut 1— Tony Chestnut and Carnival of the Animals

Aut 2— Christmas Performance

Spr 2—Composing music inspired by Birdsong

Sum 2— Tanczymy labada and Sing Up Day

Play and Performance

Skills Progression Map

Year 6

Play and perform in solo and ensemble contexts for a range of audiences

Use voices and musical instruments with increasing accuracy, control, fluency and expression

Aut 2— Composing for protest!

Sum 2—School Production and Sing Up Day

Year 5

Play and perform in solo and ensemble contexts for a range of audiences

Use voices and musical instruments with increasing accuracy, fluency and expression

Aut 1— What shall we do with the drunken sailor?

Sum 2— Kisne banaaya and Sing Up Day

Year 3

Begin to play and perform in solo and ensemble contexts

Aut 1— I've been to Harlem

Sum 1—Samba with Sergio

Sum 2— Fly with the stars and Sing Up Day

Year 4

Use voices and musical instruments with increasing accuracy, fluency and expression.

Aut 1— This little light of mine

Sum 2— Favourite Song and Sing Up Day



MUSIC LEARNING MAP

Year 1

Discuss music they like and dislike.

Year 2

Confidently discuss music they like or dislike
Offer reasons for their opinions

KS1 encouraged to share their views throughout the curriculum—Non Statutory requirement of the National Curriculum

Year 6

Make connections across music from different eras, traditions and genres
Develop a secure understanding of the history of music

Aut 1— Hey Mr Miller

Aut 2— Shadows

Sum 1— Exploring identify through song

Year 3

Appreciate and discuss a range of high quality live and recorded music
Begin to develop an understanding of the history of music

Aut 1— I've been to Harlem

Aut 2— Nao chariya de/Mingulay boat song.

Sum 1—Samba with Sergio

**Review and Evaluate
Skills Progression Map**

Year 5

Make connections across music from different eras, traditions and genres

Aut 1— What shall we do with the drunken sailor?

Aut 2—Why we sing

Sum 1—Balinese Gamelan

Year 4

Appreciate and understand a range of high— quality live and recorded music of different traditions/composers
Develop an understanding of the history of music

Sum 1—Global pentatonics and The horse in motion

Sum 2—Favourite song



Music Curriculum

Vocabulary Progression Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-beat -dynamics -pitch	-beat -dynamics -pitch -timbre -compose verse -chorus -call and response -verse and chorus	beat -dynamics -pitch -timbre -compose -call and response -verse and chorus melody -duration -tempo -rest -notation -improvise -round	beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration tempo -rest -notation -improvise -ostinato -drone -texture -structure -stave -minim, crochet and semibreve -drone -ostinato	- beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise texture -structure -stave -minim, crochet and semibreve -drone -ostinato -harmony -accompaniment -solo -unison -time signature -treble clef -scale	-beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise texture -structure -stave -minim, crochet and semibreve -drone -ostinato -harmony -accompaniment -quavers -time signature -treble clef - sharp and flat -cappella -chord -staccato -accent -dotted rhythm -quavers