



Horsington Church School
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

Music Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Horsington Church School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Horsington is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. During their time at Horsington, all children will have the opportunity to perform to a wider audience.

We aim to foster enjoyment in listening to, creating and performing music.

Subject Specific Progression

Music

Years 1/2

Unit: Singing	
<ul style="list-style-type: none">• Use their voices expressively and creatively by learning a range of songs• Learn a range of chants and rhymes	
Unit: Playing	
Year 1	Year 2
<ul style="list-style-type: none">• Learn how to play untuned instruments musically• Learn how to play a tuned instrument	<ul style="list-style-type: none">• Learn how to play untuned instruments with an increasing sense of musicality• Learn how to play a tuned instrument with increasing skill
Unit: Composing	
Year1	Year 2
<ul style="list-style-type: none">• Children will experiment with create, select and combine sounds using both IT and instruments .• Improvisation: Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated.• If written down in any way or recorded, it becomes composition. e. Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	<ul style="list-style-type: none">• Children will create, select and combine sounds for a specific purpose or effect using both IT and instruments• Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated.• If written down in any way or recorded, it becomes a composition. e. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.
Unit: Listening	
Year 1	Year 2
<ul style="list-style-type: none">• Listen with concentration and understanding to a range of recorded and live music• The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.• Start to recognise/identify very simple style indicators and different instruments used.	<ul style="list-style-type: none">• Listen with increasing concentration and understanding to a wide range of music• The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.• Start to recognise/identify very simple style indicators and different instruments used.

<ul style="list-style-type: none"> • March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people’s ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> • March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people’s ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
--	--

Unit: Performing

Year 1	Year 2
---------------	---------------

<ul style="list-style-type: none"> • Have opportunities to perform as part of a group/ class • Perform confidently as part of a group/class • Children will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • play tuned and un-tuned instruments musically. • Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to 	<ul style="list-style-type: none"> • Have opportunities to perform as part of a group/class • Perform with increasing confidence and skill as part of a group/class • Perform confidently as part of a group/class • Children will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • play tuned and un-tuned instruments musically. • Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with some awareness
--	---

<p>communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <ul style="list-style-type: none">• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.	<p>of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <ul style="list-style-type: none">• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
---	--

Our class music teaching is based on a scheme by Anne Bryant.

Progression Music Years 3 and 4

Unit: Singing	
Pupils should be taught to:	
<ul style="list-style-type: none"> • Use their voices expressively and creatively by learning a range of songs • Sing part/ round songs with increasing awareness of their own part • Understand how some songs can work together • Sing with increasing confidence and control as part of a group and as a soloist 	
Unit: Playing	
Year 3	Year 4
<ul style="list-style-type: none"> • Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. • Playing Instruments: Use glocks, recorders or band instruments if appropriate. • Learn to play together in a band or ensemble. 	<ul style="list-style-type: none"> • Games: Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and flexible games • Playing Instruments: Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts
Unit: Composing	
Year 3	Year 4
<ul style="list-style-type: none"> • Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. • Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way. 	<ul style="list-style-type: none"> • Improvisation: Continue inventing musical ideas within improvisation. • Composition: Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.
Unit: Listening	
Year 3	Year 4
<ul style="list-style-type: none"> • Children will be taught to: • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Children will be taught to: • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.

<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p> <ol style="list-style-type: none"> 1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too 	<ul style="list-style-type: none"> • The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language. <ol style="list-style-type: none"> 1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.
--	---

Unit: Performing

Year 3	Year 4
---------------	---------------

<ul style="list-style-type: none"> • Perform together in an ensemble/band. • Children will be taught to: • use their voices expressively and creatively by singing songs Perform together in an ensemble/band with ease and confidence. Children will be taught to: <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their Perform together in an ensemble/band with ease, confidence and knowledge of your audience. • play tuned and un-tuned instruments musically. <ol style="list-style-type: none"> 1. Continue to work together as part of an ensemble/band. Follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise 	<ul style="list-style-type: none"> • Perform together in an ensemble/band. Children will be taught to: • use their voices expressively and creatively by singing songs Perform together in an ensemble/band with ease and confidence. Children will be taught to: <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their Perform together in an ensemble/band with ease, confidence and knowledge of your audience. • play tuned and un-tuned instruments musically. <ol style="list-style-type: none"> 1. Continue to work together as part of an ensemble/band. Follow the conductor/band leader.
--	---

<p>and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>	<p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
--	---

**Progression
Music
Years 5/6**

Unit: Singing	
<ul style="list-style-type: none"> • Use their voices expressively and creatively by learning a range of songs • Sing part/ round songs with increasing awareness of their own part • Understand how some songs can work together • Sing with increasing confidence and control as part of a group and as a soloist 	
Unit: Playing	
Year 5	Year 6
<ul style="list-style-type: none"> • Play a range of tuned and untuned instruments with increasing skill and control • Use musical terminology to describe their work • Become familiar with the names of quavers, crotchet, minim, semibreve 	<ul style="list-style-type: none"> • Play a range of tuned and untuned instruments with an increasing sense of musicality and skill • Use musical terminology to describe their work • Become familiar with the names of quavers, crotchet, minim, semibreve
Unit: Composing	
Year 5	Year 6
<ul style="list-style-type: none"> • Children will experiment with create, select and combine sounds using both IT and instruments for a range of purposes • Begin to learn staff notation as a language of music • Improvisation: Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. • Composition: Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. 	<ul style="list-style-type: none"> • Children will create, select and combine sounds for a specific purpose or effect using both IT and instruments • Play instrument with accuracy, control, fluency and expression • Improvisation: Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. e. Composition: Know • Begin to learn staff notation as a language of music <p>Composition: Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>

Unit: Listening	
Year 5	Year 6
<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of recorded and live music drawn from different musical traditions and from great composers and musicians • Develop an understanding of musical history • Express opinions on music giving reasons for their opinions • The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language. • Continue to identify musical style through learning about their style indicators and the instruments played. • Use accurate musical language to describe and talk about music. • Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure . 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of recorded and live music drawn from different musical traditions and from great composers and musicians • Recall sounds, detail and develop aural memory • Develop an understanding of music history • Express opinions on music giving reasons for these • The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language. • Continue to identify musical style through learning about their style indicators and the instruments played. • Use accurate musical language to describe and talk about music. • Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure .
Unit: Performing	
Year 5	Year 6
<ul style="list-style-type: none"> • Have opportunities to perform as part of a group/ class • Perform confidently as part of a group/class both singing and using instruments • Play and perform in solo contexts • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 	<ul style="list-style-type: none"> • Have opportunities to perform as part of a group/class • Perform with increasing confidence and skill as part of a group/class • Play and perform in solo contexts <p>In greater depth: Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and</p>

	understanding of the song/piece, through the performance.
--	---

**Our class music teaching is based on a scheme by Anne Bryant.
Some children have peripatetic music tuition.**