

MUSIC - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map






Music at St Thomas' Primary School

Intent	At St Thomas', we believe that music is an essential part of a well-rounded education. Our Music policy is designed to provide a comprehensive and inclusive music education for all of our students. This policy outlines our approach to music teaching and learning, including curriculum content, assessment, and the use of resources and specialist staff.
Implement	<p>We implement a music curriculum that aims to develop pupils' ability to listen, perform, create, and appreciate music. Through our music provision, we strive to:</p> <ul style="list-style-type: none"> • Ensure a broad and balanced music curriculum that meets the requirements of the 2014 National Curriculum in England • Provide regular and high-quality music provision taught by qualified staff or specialists • Have appropriate resources and instruments available for effective music teaching and learning • Provide opportunities for pupils to perform individually and as part of an ensemble • Demonstrate progression in knowledge and skills throughout Key Stages 1 and 2 • Assess and track pupils' progress in music, using a range of assessment methods • Foster cross-curricular links to enhance pupils' understanding and appreciation of music in various contexts • Promote equality and inclusion in music education, ensuring access for all students
Impact	<p>Evidence through pupil voice and video assessments will show that children can confidently articulate and demonstrate their musical knowledge and understanding. Through our music provision, we strive to:</p> <ul style="list-style-type: none"> • Foster a love and appreciation for a wide range of musical genres and styles • Enable pupils to develop their musical skills and knowledge progressively • Provide opportunities for pupils to perform individually and as part of an ensemble • Encourage creativity and expression through composing and improvising • Develop an understanding of the cultural and historical dimensions of music • Promote pupils' confidence, teamwork, and self-esteem • Enhance pupils' ability to use music as a means of personal expression and communication
Context	<p style="text-align: center;">“I come that they might have life and life in all its fullness.” The Gospel of John 10 v 10.</p> <p>In our community in Manchester, we have a rich musical history that resonates with the diverse families. While some families may not have a musical background, our school is fortunate to have a headteacher with a qualification in music and a senior leadership team that is passionate about fostering musical talent.</p>

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Learning and Growing in the Sight of God

Learning	Growing	Sight of God
		
<p>At St Thomas', core values play a vital role in the teaching and learning of music as they guide educators in promoting creativity, expression, and collaboration. By emphasizing values such as discipline, perseverance, respect, and empathy, students develop a deep appreciation for music, acquire essential skills, and grow into well-rounded individuals who can contribute positively to society.</p>	<p>Music plays a crucial role in the holistic development of children. It enhances their cognitive, emotional, social, and physical skills. By engaging in musical activities, children develop creativity, self-expression, teamwork, and discipline. Music stimulates their imagination, fosters self-confidence, and provides a platform for personal growth and identity formation.</p>	<p>Our church is at the centre of our community and our school. We firmly believe in the intrinsic value of music in the sight of God. Through its harmonious melodies, rhythmic beats, and expressive lyrics, music transcends barriers and connects individuals on a spiritual level. It awakens our senses, evokes emotions, and fosters cultural understanding. Incorporating music in education allows students to cultivate their artistic sensibilities, develop critical thinking skills, and nurture a deep appreciation.</p>

Substantive

Substantive Knowledge

In accordance with the 2014 National Curriculum in England, music education aims to develop students' substantive knowledge of various musical elements and concepts. Students are exposed to a wide range of musical styles, genres, and traditions, enabling them to understand and appreciate the significance of music in different cultures and historical contexts. They also acquire practical skills in performing, composing, and listening, fostering their creativity and musical expression.

Substantive Concepts

Music education at St Thomas', encompasses a range of substantial concepts. These concepts aim to develop students' understanding and appreciation of music as an art form, which are progressively built upon each year.

Substantial concepts:

- Musical notation. Students are taught how to read, write, and interpret musical symbols and signs, enabling them to communicate and express themselves musically
- Musical performance. Through regular practice and ensemble work, students develop their technical skills and gain firsthand experience of performing in front of an audience
- Music theory plays a crucial role in the curriculum. Students learn about scales, intervals, chords, and harmonies, deepening their knowledge of the structural elements of music
- Music appreciation is fostered through the exploration of different styles, genres, and cultural contexts. Students are encouraged to listen critically to diverse musical examples and develop their own musical preferences.
- Creative composition is another significant aspect of music education. Students explore the process of composing their own music, experimenting with melody, harmony, rhythm, and texture

These substantial concepts form the foundation of music education in the formal setting, enabling students to develop a lifelong passion for and understanding of music.

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Musical notation	Rhythm	Melody
Musical notation is a system of symbols used to represent pitch, rhythm, and other musical elements. It enables musicians to read and interpret written music, facilitating the development of essential music skills.	Rhythm refers to the pattern of sounds and their duration, creating a sense of beat and movement. It is an essential element of musicality, helping students develop their sense of timing and coordination skills.	A melody is a sequence of musical notes that form a memorable and meaningful line of music. It is an essential element in music, teaching students key music skills such as pitch, rhythm, and tonality.
Harmony	Dynamics	Performance techniques
Harmony refers to the simultaneous sounding of different musical notes to create pleasing and balanced compositions. It involves understanding chord progressions, intervals, and tonal relationships.	Dynamics refers to the varying levels of volume, from loud to soft. It is an essential music skill that adds expression and emotion to a performance.	Incorporate a range of music skills to develop performance techniques across a variety of musical contexts.

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Disciplinary

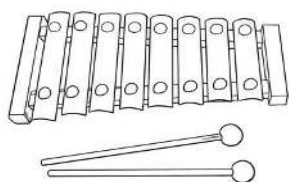
Disciplinary Knowledge

Disciplinary knowledge includes all the skills and concepts that children will need to develop over time in their music lessons.

Disciplinary Concepts

When teaching music, it is crucial to cover disciplinary concepts to enhance students' understanding of the subject. These concepts include musical notation, rhythm, melody, harmony, dynamics, and performance techniques. By exploring these concepts, students develop a well-rounded appreciation for music and can apply their knowledge in artistic expression. In order to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Play and Perform



Listen with attention to detail



Use and understand notation



Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Through regular practice and ensemble work, students develop their technical skills and gain firsthand experience of performing in front of an audience.

Listen with attention to detail and recall sounds with increasing aural memory

Students are encouraged to listen critically to diverse musical examples and develop their own musical preferences.

Use and understand staff and other musical notation

Creative composition is a significant aspect of music education. Students explore the process of composing their own music, experimenting with melody, harmony, rhythm, and texture.

Students are taught how to read, write, and interpret musical symbols and signs, enabling them to communicate and express themselves musically.

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Music National Curriculum Tracking Grid - KS2

<u>Key Skills</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Rhythm work	<p>Cat Monkey Rest Cow Armadillo</p>	<p>Cat Monkey Rest Cow Armadillo Elephant</p>	<p>Cat Monkey Rest Cow Armadillo Elephant Anteater</p>	<p>Learn the correct names for all note values from a semiquaver to a semibreve.</p> <p>If confident add compound rhythms, see below.</p>
Sol-fa work Not compulsory but best practice	Soh me lah doh re	Soh me lah doh re doh'	Soh me lah doh re doh' te	Soh me lah doh re doh' te fah
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>Play in class ensemble using tuned and untuned percussion</p> <p>Sing regularly working on dynamic contrasts</p>	<p>Play in class ensemble with a sense of what's going on in the whole group</p> <p>Sing contrasting styles of songs using different tempi and dynamics</p>	<p>Play in ensemble with increased leadership skills and sense of what's going on in the whole group</p> <p>Perform/sing a solo</p> <p>Sing echo and part songs</p>	<p>Perform/sing a solo with increased confidence and control</p> <p>Sing in parts, 2 & 3 part rounds</p> <p>Make all performances as expressive as possible</p>
MMC	<p>Sing a widening range of unison songs doh – soh</p> <p>Perform as a choir in assembly</p> <p>Develop ability in playing tuned</p>	<p>Sing rounds or partner songs in different time signatures.</p> <p>Sing repertoire with small and large leaps and introduce a simple second part</p>	<p>Sing a broad range of songs with a sense of ensemble and performance</p> <p>Sing three part rounds</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir</p> <p>Sing three and four part rounds</p>



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<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>MMC</p>	<p>Recognise all four families of the orchestra</p> <p>Recall a simple tune from memory</p> <p>Sing a song from memory</p> <p>Use listening skills to correctly order phrases using dot notation*</p>	<p>Pick out key individual instruments in a piece</p> <p>Clap back a two bar rhythm pattern</p> <p>Sing a song from memory</p>	<p>Clap back a four bar rhythm pattern</p> <p>Sing or clap back a main theme from a listening exercise</p> <p>Develop the skill of playing by ear on tuned instruments</p>	<p>Clap back a four bar rhythm pattern</p> <p>Sing and clap back a main theme from a listening exercise</p>
<p>Use and understand staff and other musical notation</p>	<p>Use rhythm flash cards and/or graphic scores</p> <p>Notation middle C – A</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases with three notes</p> <p>*Play and perform following staff notation</p> <p>Introduce the stave, lines and spaces.</p> <p>*Use dot notation to show higher or lower pitch.</p>	<p>Use rhythm flash cards and/or graphic scores</p> <p>Notation middle C – C'</p> <p>Combine known rhythmic notation to create short pentatonic phrases for the instrument being learnt</p> <p>*Play and perform melodies following staff notation as a whole class or in small groups</p> <p>*Perform in two or more parts from simple notation</p>	<p>Notate compositions using the most appropriate method applicable</p> <p>Capture and record creative ideas</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave</p> <p>Read and perform pitch notation within and octave</p>	<p>Notate compositions using the most appropriate method applicable</p> <p>Capture and record creative ideas</p> <p>*Notate your 8 or 16 bar melody</p> <p>Read and play from notation a four bar phrase, confidently identifying note names and durations</p>



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	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
Year 3	<p><u>I've been to Harlem</u></p> <ul style="list-style-type: none"> + Compose a pentatonic scale + Sing a call and response song in groups + Play melodic and rhythmic accompaniments to a song + Listen and identify where notes in the melody of a song go down and up 	<p><u>Mingulay boat song and Nao Chariya</u></p> <ul style="list-style-type: none"> + Begin to develop and understanding and appreciation of music from different traditions. + Identify songs from different places in the world, use different instruments, have a different beat and are different speeds. + Use music vocab to describe the above. + Understand that folk song is music that belongs to the people of a particular place. 	<p><u>Sound Symmetry</u></p> <ul style="list-style-type: none"> + Compose a simple song using symmetry to develop a melody, structure and rhythmic accompaniment + Sing by improvising simple melodies and rhythms + Identify how pitch and melody of a song has been developed using symmetry 	<p><u>Latin Dance</u></p> <ul style="list-style-type: none"> + Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features + Sing the syncopated rhythms in Latin dance and recognise the verse / chorus structure Work in small groups, sing a call and response song Play a one note part contributing to the chords accompanying the verse + compose a 4 beat rhythm pattern to play during the instrumental sections 	<p><u>'March' from The Nutcracker</u></p> <ul style="list-style-type: none"> + Develop active listening skills by responding to musical themes through music. + Understand the structure of a Rondo (ABACA) + Develop a sense of beat and rhythmic pattern through music + Experience call and response patterns through moving with a partner 	<p><u>From a railway carriage</u></p> <ul style="list-style-type: none"> + Improvise and explore a variety of ways in which words can be used to make music + Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect _ Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it. 	<p><u>Just 3 notes</u></p> <ul style="list-style-type: none"> + Invent simple patters using rhythms and notes C-D-E + Compose music, structuring short ideas into a bigger piece + Notate, red and follow a score + Recognise and copy rhythms and pitches C-D-E 	<p><u>Samba with Sergio</u></p> <ul style="list-style-type: none"> + Move in time with the beat of the music + Perform call and response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion / instruments + Perform vocal percussion as part of a group + Talk about what they've learnt about Brazil and carnival. 	<p><u>Fly with the stars</u></p> <ul style="list-style-type: none"> + Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole class performance + Sing solo or in a pair in call and response style + Respond to and recognise crochets and quavers and make up durations to create accompaniment ideas for the song

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Year 3	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>I've been to Harlem</u>	<u>Mingulay boat song and Nao Chariya</u>	<u>Sound Symmetry</u>	<u>Latin Dance</u>	<u>'March' from The Nutcracker</u>	<u>From a railway carriage</u>	<u>Just 3 notes</u>	<u>Samba with Sergio</u>	<u>Fly with the stars</u>
Enquiry Question	Can I understand the simple rhythms of – cat / monkey / rest / armadillo / cow to create a pentatonic piece of music?	Can I use the rhythms that I have learnt to improvise and compose a simple piece of music?		Can I create a piece of music in the style of Latin Dance?	Do I understand the features of a RONDO?	Can I compare composers that all created classical music?	Can I explore 3 notes and the difference in 'emotion' they provoke?	Can I identify a beat to a piece of music and move / play in time with it?	Can I identify the differences between major and minor chords?
St Thomas' Life Question	How much joy does listening to music bring to you?	How do you feel when you listen to your own music?		Does the addition of movement change the way you feel about music?	Does typical 'romantic' music make you feel any different to music from today?	How does classical movement make you feel? Can you draw it?		How does carnival music make you feel? What do you think it's purpose is?	Does played prescribed 'written' music make you feel different compared to when you improvise?
Subject Content Time Periods (Link to the History of Music)	x	x		Link to Latin America and the history of its music	History of the romantic period – historic musicians	History of the classical period – historic musicians	x	Link to South America – the history of its' musical instruments	x
Substantive Concepts	Pitch shape, ostinato, round, pentatonic, call and response	Bengali/ Scottish folk songs, comparing songs from different parts of the world, beat, tempo, ¾, 4/4	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Salsa, beat, clave rhythm, timbre, rhythm pattern	Rondo structure, beat, high / lower, staccato, call and response, romantic ballet music	Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, classical music	Pitch (notes C-D-E), rhythm patters, structure, minimalism, dot notation.	Samba, carnival, fanfare, call and response, beat, percussion, word rhythms, music and community	Minor and major chords (A minor and C Major), arpeggio, chord, dot notation.



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<p>Key Vocabulary (On Knowledge Organiser)</p>	<p>Rhythm Pulse Tempo Dynamics</p>	<p>Rhythm Pulse Tempo Dynamics Timbre Structure (Binary form) Duration</p>	<p>Salsa Beat Rhythm Timbre Pattern Syncopation Chords</p>	<p>Rondo Structure Call and response Staccato Romantic</p>	<p>Structure Repetition Round Patter Texture Timbre classical</p>	<p>Pitch Rhythm Pattern Structure minimalism</p>	<p>Samba Carnival Fanfare call and response beat, percussion,</p>	<p>Minor Major Arpeggio Chord notation</p>	
<p>Disciplinary Concepts</p>	<p>+ Compose a pentatonic scale + Sing a call and response song in groups + Play melodic and rhythmic accompaniments to a song + Listen and identify where notes in the melody of a song go down and up</p>	<p>+ Begin to develop and understanding and appreciation of music from different traditions. + Identify songs from different places in the world, use different instruments, have a different beat and are different speeds. + Use music vocab to describe the above. + Understand that folk song is music that belongs to the people of a particular place.</p>	<p>+ Compose a simple song using symmetry to develop a melody, structure and rhythmic accompaniment + Sing by improvising simple melodies and rhythms +Identify how pitch and melody of a song has been developed using symmetry</p>	<p>+ Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features + Sing the syncopated rhythms in Latin dance and recognise the verse / chorus structure Work in small groups, sing a call and response song Play a one note part contributing to the chords accompanying the verse + compose a 4 beat rhythm pattern to play during the instrumental sections</p>	<p>+ Develop active listening skills by responding to musical themes through music. + Understand the structure of a Rondo (ABACA) +Develop a sense of beat and rhythmic pattern through music + Experience call and response patterns through moving with a partner</p>	<p>+ Improvise and explore a variety of ways in which words can be used to make music + Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect _ Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it.</p>	<p>+ Invent simple patters using rhythms and notes C-D-E + Compose music, structuring short ideas into a bigger piece + Notate, red and follow a score + Recognise and copy rhythms and pitches C-D-E</p>	<p>+ Move in time with the beat of the music +Perform call and response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion / instruments + Perform vocal percussion as part of a group +Talk about what they've learnt about Brazil and carnival.</p>	<p>+ Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole class performance + Sing solo or in a pair in call and response style + Respond to and recognise crochets and quavers and make up rhythms using these durations to create accompaniment ideas for the song</p>
<p>Experiential Knowledge Our Church Our Community Visits / Places / People</p>	<p>EXPERIENCES THAT WILL ADD TO THE CURRICULUM</p>						<p>Samba drumming workshop</p>		

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Protected Characteristics						
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