



# Eden Park Music Intent and Progression Statements



# Music

## Eden Park Intent

*Growing hearts and minds – together*

Music at Eden Park presents a world of opportunity for every child to embark upon an exciting journey of sound exploration and creativity. Deep listening and physically participating ignites a curiosity and passion in music for our learners. At Eden Park, we want all our children to develop an aspirational and knowledge-rich love of music and singing, providing them with lifelong skills and improved well-being.

Children at Eden Park will sing together regularly and play a range of musical instruments with the opportunity to progress to the next level of musical excellence. Pupils will listen to and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great classical composers and modern musicians. This will help them develop an understanding of what they like and enjoy and give them a growing appreciation of cultural diversity and how music can enrich their lives. Pupils will understand and explore how music is created, produced and communicated using appropriate musical notation. They will use these skills to improvise and compose music for a range of instruments and alternative technologies.

Through the provision of specialist visiting teachers, we encourage our children to develop their musicianship. Our school choir and other school music groups provide opportunities for children to participate in a safe space as they develop their skills through purposeful practice whilst building self-confidence, stamina and resilience.

Our children will be given professional performance opportunities in a variety of settings from their own classroom, to assemblies, school concerts and productions and by taking part in events involving other schools, local and countywide musical communities.

At Eden Park we actively teach children to use precise, technical musical vocabulary, as well as empowering them to communicate their developing descriptive language skills when reflecting how music can represent different feelings and emotions.

## Key Concepts

<b>Communication (linked to Character Virtues)</b>	<b>Intention</b>	<p><i>Understanding, whether in listening, composing or performance, what the music is trying to convey to an audience or self.</i></p> <p><i>To understand how different use of musical dimensions can affect an audience.</i></p>
<b>Cultural Development</b>	<p><b>Main Idea:</b> <i>Through gaining a knowledge of styles and genres from local, national and world traditions and contemporary practice, to develop cultural identity and understanding.</i></p>	
	<b>Genre</b>	<p><i>Genre is the type of music – a broad ‘umbrella’ that may include a number of styles. (So for example, Jazz is the genre but there are many styles within this e.g. Swing, Trad Jazz, Be-Bop, etc.)</i></p>
	<b>Style</b>	<p><i>Style is a specific type of music with recognizable features and specific musical characteristics.</i></p>
	<b>Tradition</b>	<p><i>Tradition might encompass the previous two and is established over time. It is usually associated with folk music and ‘established’ or ‘traditional’ music. This could include elements of local, regional or national musical heritage, origin and influences such as folk songs, sea shanties, and music created and performed for traditional celebrations or religious practices; i.e. music which contributes to national identities.</i></p>
<b>Musical Structures</b>	<p><b>Main Idea:</b> <i>Musical structure is evident in every piece of music. Understanding structure is important for pupils in listening and performance so that they can translate this into their own composition and improvising work.</i></p>	
	<b>Structure</b>	<p><i>Structure normally refers to the ways in which smaller musical building blocks can be organised to make larger pieces of music. Repetition and contrast of musical ideas are essential components of music. E.g. Binary = A B; Ternary A B A; Verse Chorus.</i></p>
<b>Musical Dimensions</b>	<p><b>Main Idea:</b> <i>Musical dimensions identify the ways in which any sound can be described and the ways in which each dimension can be changed to create different musical effects. In Music, these dimensions are never found in isolation but constantly interact with each other.</i></p> <p><i>Any sound can be described in terms of its: duration; pitch; dynamics; timbre. Patterns of pitch (in combination with rhythm) become melodic material (whole tunes or shorter ideas).</i></p> <p><i>In all aspects of the curriculum, pupils should be encouraged to listen to: how music works; how the composer or musician achieves a certain effect; what the musical characteristics are of a particular tradition or style.</i></p>	
	<b>Pulse</b>	<p><i>The regular heartbeat of the music; its steady beat.</i></p>
	<b>Rhythm</b>	<p><i>Long and short sounds or patterns that happen over the pulse.</i></p>
	<b>Pitch</b>	<p><i>The frequency of the vibration of sound which creates a ‘higher’ or ‘lower’ sound.</i></p>
	<b>Tempo</b>	<p><i>The speed at which a piece of music is played.</i></p>
	<b>Dynamics</b>	<p><i>Volume of sound in music. How loud or quiet the music is.</i></p>
	<b>Timbre</b>	<p><i>Is the ‘colour’ or tone of the sound - any instrument or voice can produce a different sound quality.</i></p>

	<b>Texture</b>	<i>Texture and structure are both ways of organising musical ideas, with texture being layers of sound working together which make music very interesting to listen to. E.g. different instruments playing at the same time, harmonies in singing.</i>
	<b>Structure</b>	<i>Every piece of music has a structure e.g. an introduction, verse and chorus ending.</i>
	<b>Notation</b>	<i>A range of symbols that represent how sounds should be performed and read. E.g. staff notation, tablature or graphics. The link between sound and symbol.</i>
	<b>Duration</b>	<i>Duration is an <b>amount of time or how long or short a note, phrase, section, or composition lasts.</b> "Duration is the length of time a pitch, or tone, is sounded. A note may last less than a second, while a symphony may last more than an hour.</i>
<b>Musical techniques &amp; devices</b>	<b>Main Idea: Understanding what musical devices are and what they do empowers pupils in their own compositions and observational listening.</b> E.g. ostinato, riff, major and minor tonality, sequence, melody and chords.	
	<b>Tone</b>	<i>Linked with note, which is the pitch and duration of a sound.</i>
	<b>Scale</b>	<i>The sequence/ progression of tones in a particular order.</i>
	<b>Musical Devices</b>	<i>Techniques that composers use to build and enhance their musical ideas. They relate to pieces of music in a similar way that words, punctuation and grammar work within a sentence to give that sentence a certain character.</i>

### **The Interrelated Dimensions of Music – Definitions (link to above)**

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – patterns of long sounds, short sounds and rests that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Duration – how long or short a note, phrase or section lasts.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality or character e.g. the trumpet has a very different sound quality to the violin. (boom, clatter, tap, flow, clang)
- Texture – layers of sound. Layers of sound work together to make music interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol i.e. how music is written.

**Eden Park Academy**

**MUSIC – SKILLS PROGRESSION STATEMENTS**

These progression statements are intended to provide a robust framework upon which to build the Music curriculum, providing assurance of: Sequential progressive learning of skills and knowledge; Key concepts; Working musically; Intellectual enquiry; A basis for assessment through Reflection, Impact and Recording.

<u>Musical Strands</u>	<u>Progression Statements</u>	
<b>Year group</b>	<b>Nursery</b>	<b>Reception</b>
<b>Listening</b>	Identify and match instrumental sounds e.g. drum, tambourine, chime bar.  Say or show how a piece of music makes them feel.	Comment on sound recordings of instruments, classroom sounds and own voice e.g. 'This sounds like dinosaurs.'  Listen to different sounds and respond with voice, hand and whole body movements.  Express feelings when listening to music.
<b>Singing</b>	Change from a speaking voice to a singing voice.  Create sounds in vocal sound games.  Create own songs and chants.	Enjoy singing, playing, exploring and changing sounds.  Sing the melodic shape of familiar songs.
<b>Moving and Dancing</b>	Imitate/create movements rhythmically.  Clap or tap to the pulse of what they are listening to, singing or playing.  Make physical movements that represent sound.	Move in time to the pulse of the music.  Combine moving, singing and playing instruments e.g. marching in time while beating a drum.  Follow simple instructions and actions e.g. play quietly/loudly, stop and start.
<b>Playing</b>	Show control when holding and playing instruments.  Lead or be led by other children in music making.  Add sound effects to stories using instruments.	Maintain a steady pulse with some accuracy.  Echo a short, repeated pattern.  Create short rhythms using instruments and body percussion.  Create music and suggest symbols to represent sounds e.g. large foot for Daddy bear, small foot for Baby bear.

Year group	1	2
<p><b>Singing:</b></p> <p><i>Use voice expressively and creatively by singing songs and speaking chants and rhymes</i></p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Sing in time with the pulse and some accuracy of pitch.</p> <p>Include movement when singing and chanting.</p> <p>Sing with an awareness of others.</p>	<p>Begin to sing with control of pitch, following the shape of a melody.</p> <p>Sing with movement and expression.</p> <p>Chant and sing in 2 parts with a good sense of timing.</p> <p>Perform songs with an awareness of the audience.</p>
<p><b>Playing:</b></p> <p><i>Play tuned and untuned instruments musically</i></p>	<p>Handle and play instruments with care and control.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Play instruments in different ways and create sound effects.</p> <p>Play rhythms by reading simple symbols or images.</p> <p>Play instruments showing an awareness of others.</p>	<p>Understand how to control playing a musical instrument so that they sound as they should.</p> <p>Perform simple patterns with a good sense of pulse and rhythm.</p> <p>Recall and remember short sequences of rhythms and patterns of sound.</p> <p>Recognise and explore how sounds can be organised e.g. continuous playing, short bursts, alone, with others.</p> <p>Follow and lead simple directions e.g. start, stop and changes in dynamics.</p>
<p><b>Listening:</b></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Listen to music and feel the pulse, responding through movement.</p> <p>Relate music to a story or visual image.</p> <p>Reflect on music and say how it makes them feel.</p> <p>Begin to recognise musical instruments by sound and begin to place them into families – string, wind, percussion.</p>	<p>Listen with increased concentration to live and recorded music.</p> <p>Begin to use musical vocabulary to describe what they hear – pulse, rhythm, pitch.</p> <p>Express how different styles of music makes them feel through movement, sound and speech.</p> <p>Recognise musical instruments by their sound.</p> <p>Respond to different composers and discuss different genres of music.</p>
<p><b>Composition:</b></p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	

<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b>	<p>Create a sequence of long and short sounds using the voice or a range of percussion instruments.</p> <p>Investigate making sounds that are very different e.g. loud and quiet (DYNAMICS) , high and low (PITCH), fast and slow (TEMPO).</p> <p>Use colour, symbols and shapes to represent sounds.</p>	<p>Create short, musical patterns with long and short sounds (DURATION) and changes in pitch.</p> <p>Order sounds in a beginning, middle and end (STRUCTURE).</p> <p>Use sounds to achieve an effect.</p> <p>Begin to use a graphic score to represent ideas.</p>
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Year group	3	4	5	6
<p><b>Singing:</b></p> <p><i>Use their voices with increasing accuracy, fluency, control and expression</i></p>	<p>Sing songs with increasingly accurate timing, pitch and control of rhythm.</p> <p>Sing expressively with an awareness of musical elements e.g. tempo, dynamics.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Begin to understand how mouth shapes can affect the sound i.e. need for clear diction.</p> <p>Perform with confidence to an audience.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing songs from memory with accurate timing and pitch.</p> <p>Maintain a simple part within a group having an increasing awareness of others.</p> <p>Sing with accuracy of breath control and clear diction.</p> <p>Sing songs expressively to create different vocal effects.</p>	<p>Develop a range of vocal techniques for warming up the voice e.g. breath control, diction, timbre, dynamics.</p> <p>Sing in tune and with an awareness of other parts.</p> <p>Sing confidently as a class, in small groups and alone.</p> <p>Begin to have an awareness of improvisation with the voice.</p> <p>Hold a part in a round.</p> <p>Perform songs in a way that reflects the meaning and the occasion.</p>	<p>Develop a range of vocal techniques for warming up the voice e.g. breath control, diction, timbre, dynamics.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sing in unison and part song with an awareness of others, altering their voices accordingly (breath control, dynamics, tempo, timbre, diction).</p> <p>Perform songs in a way that reflects the meaning and the occasion.</p>
<p><b>Playing:</b></p> <p><i>Play and perform in solo and ensemble contexts with increasing accuracy,</i></p>	<p>Play a small range of pitched notes with an increasing awareness of technique.</p> <p>Perform simple and melodic rhythmic parts.</p>			<p>Maintain own part independently when playing as an ensemble or solo.</p> <p>Follow basic notation.</p>

<p><b>fluency, control and expression</b></p>	<p>Begin to read staff notation for rhythm (crotchet, minim, quaver and associated rests).</p> <p>Begin to read a small range of pitch notation for accompaniments to songs.</p>	<p>Play instruments confidently and accurately, maintaining an appropriate tempo.</p> <p>Read note values (crotchet, minim, quaver, semibreve and associated rests).</p> <p>Suggest, follow and lead simple directions e.g. start, stop and changes in dynamics and tempo.</p> <p>Perform simple melodic and rhythmic parts in unison and within a group.</p> <p>Perform with control and awareness of what others in the group are playing.</p>	<p>Maintain own part whilst others are performing a different part e.g. rhythm, ostinato, harmony, drone.</p> <p>Show an awareness of how different parts fit together.</p> <p>Read note values, pitch and dynamics as staff notation whilst learning instrumental accompaniments to songs.</p> <p>Perform with an awareness of the venue and audience.</p>	<p>Demonstrate musical quality e.g. beginnings, endings and accuracy.</p> <p>Perform with an awareness of the venue and audience.</p>
<p><b>Composition:</b></p> <p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b></p>	<p>Improvise and compose using a range of starting points e.g.</p> <p><i>Improvise repeated patterns.</i></p> <p><i>Choose and order sounds to achieve an effect.</i></p> <p><i>Create short musical patterns with long and short sequences and rhythmic phrases.</i></p> <p>Use understanding of pulse, rhythm, pitch, tempo and</p>	<p>Improvise repeated patterns with a range of instruments.</p> <p>Compose music that combines several layers of sound (texture).</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p> <p>Create accompaniments for tunes.</p>	<p>Explore, select and combine a range of sounds, including using ICT.</p> <p>Compose by developing ideas within musical structures e.g. chorus, verse, chorus (ABA).</p> <p>Improvise and compose melodic and rhythmic phrases as part of a group performance.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Create own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Read and use simple staff notation adding dynamic and</p>



	dynamics to evaluate and improve compositions.	Use the interrelated dimensions of music to improve compositions.	Read and use simple staff notation.  Use the interrelated dimensions of music to evaluate and improve compositions.	tempo marks where appropriate.  Use the interrelated dimensions of music to evaluate and improve compositions.
<b>Listening:</b>  <b>Listen with attention to detail and recall sounds with increasing aural memory</b>	Extend use of music vocabulary to describe what they hear, like and dislike in a piece of music (pulse, rhythm, pitch etc.)  Identify the way sounds can be combined and used expressively.	Extend use of music vocabulary to describe what they hear, like and dislike in a piece of music (pulse, rhythm, pitch etc.)  Identify the way sounds can be combined and used expressively.  Comment on musicians' use of technique to create effect.	Identify and explore how music reflects different intentions.  Identify musical processes that can alter the mood of a piece of music e.g. major/minor, change in dynamics, pitch.	Use musical vocabulary to describe, compare and evaluate music confidently.  Share opinions when evaluating music.
<b>Notation:</b>  <b>Use and understand staff and other musical notation</b>	Begin to read dot notation e.g. crotchets, quavers and minims.  Begin to read the notes B, A and G in staff notation.	Read the notes B, A and G in staff notation.  Know how many beats in a crochet, minim, quaver and semibreve and recognise their symbols.  Know the symbol for a rest in music.  Begin to use staff and musical notation when performing and composing work.	Know and use standard musical notation of crotchet, quaver, minim and semibreve that indicate how many beats to play.  Draw a treble clef at the correct position on the staff.  Read and write notes A to G.	Read the musical staff and identify the notes, EGBDF and FACE.  Quickly read notes and know how many beats they represent.  Use of a variety of notation for dynamics when performing and composing e.g. f = forte/loud, p = piano/quiet.
<b>Listening and using musical vocabulary</b>  <b>Appreciate and understand a wide range of high-quality live and</b>	Begin to recognise and identify instruments through listening.  Comment on likes and dislikes using the vocabulary of the interrelated dimensions of music.	Extend use of musical vocabulary to describe and compare what they hear.  Begin to form opinions about music from a variety of musical genres and styles.	Compare and evaluate different kinds of music using appropriate musical vocabulary (IRDM).	Analyse and compare musical features choosing appropriate musical vocabulary.

<i>recorded music drawn from different traditions and from great composers and musician.</i>							
<b>Develop an understanding of the history of music</b>	Begin to recognise styles of music through history.	Describe the different purposes of music throughout history and in other cultures.  Understand that the sense of occasion affects the performance.	Understand the different cultural meanings and purposes of music, including contemporary culture.  Compare the work of famous composers through history and explain preferences.	Identify and explore how music reflects time, place and culture.  Compare the work of famous composers through history and explain preferences.			
<b>Vocabulary</b>	<b>Nursery/Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
	Sound Speaking voice Singing voice Song Listen instrument	Pulse Rhythm Pitch Symbol String Wind Percussion	Dynamics Duration Note Chord Improvise Compose	Tempo Notation Crotchet Minim Quaver Rest	Semibreve Texture Stave	Timbre Structure Ostinato Major key Minor key Treble clef Genre	Time signature Bar line Note names f=forte=loud p=piano=soft

**Eden Park Whole School Music Overview**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Resources: Charanga, including songs in the SEND section.</b> 'Musical Activities in the Classroom: Foundation Stage'. Out of the Ark (Singchronize) Sing Up BBC 10 Pieces Christmas Performances on Drive BandLab Ukulele Rocks!					
<b>All Year groups</b>	<b>Weekly Singing Assembly</b>					
<b>Reception</b>	<b>See MUSIC - SKILLS PROGRESSION STATEMENTS</b>					
<b>KS1 Year A</b>	<b>TITLE</b> How does learning the ukulele make me a better musician? Ukulele – 'Ukulele Rocks!'	<b>TITLE</b> How does having an audience change the way I sing? Nativity	<b>TITLE</b> How does the music make me feel? 'Hands, Feet, Heart' – Charanga (chime bars) (Alternative question: How can I use chime bars to compose my own music?)  Listening games	<b>TITLE</b> How can I make rhythms on a djembe more interesting? 'I wanna play in a band' – Charanga (Use to teach rhythm on djembes)	<b>TITLE</b> Why is it important to practise? 'Zootime' – Using any instruments	
<b>KS1 Year B</b>	<b>TITLE</b> What is the difference between pulse and rhythm? 'Hey, You!' – Charanga	<b>TITLE</b> Why is it important to think about the audience? Nativity  How can singing and playing an instrument at the same time improve a song? Christmas songs (see resources on drive)	<b>TITLE</b> How can one song sound so different? 'In the Groove'- Charanga	<b>TITLE</b> How can I make up a rhythm? 'Round and Round' – Charanga	<b>TITLE</b> How do you feel when you rap? Why? 'Rhythm in the way we walk' and 'The Banana Rap' – Charanga  Link to topic: rap poems about the sea/coast	<b>TITLE</b> How can music tell a story? 'Your imagination' – Charanga
<b>KS2 Year A (Year 3 SP)</b>	<b>TITLE</b>	<b>TITLE</b>	<b>TITLE</b> Why is reggae an important genre of music?	<b>TITLE</b> Why does knowing about pulse, rhythm,	<b>TITLE</b> Why is it important to listen to others when I play the recorder?	

	<p>How can I use repeated patterns to achieve an effect?</p> <p>Mini pans – ‘Hey Mr Miller’ + Charanga - Rhythm grids + Charanga – Listening Centre</p> <p><b>ALTERNATIVE INSTRUMENTS IF MINIPANS NOT AVAILABLE - JUMBIE JAMS OR UKULELES</b></p> <p><b>TITLE</b> Ukulele – ‘Ukulele Rocks!’ (continued from Y2)</p>	<p>Why is improving my diction important when I sing for an audience?</p> <p>Carol Service</p>	<p>‘Three Little Birds’ – Charanga (with recorders and glockenspiels as accompaniment)</p> <p>Charanga - Rhythm grids</p>	<p>tempo and dynamics help me accompany a song?</p> <p>‘Bringing us together’ – Charanga (accompany with recorders, glockenspiels and a range of other untuned percussion instruments)</p>	<p>Recorder – Charanga ‘Blown Away Recorder Book 1’ Learn notes B, A and G.</p> <p>Charanga -Rhythm grids</p>
<p><b>KS2 Year B (Year 4 SP)</b></p>	<p><b>TITLE</b> How can I use my understanding of pulse, pitch rhythm and notation to help me play the ukulele?</p> <p>Ukulele – Ukulele Rocks! (continued from Y2/3) + Charanga - Rhythm grids + Charanga – Listening Centre</p>	<p><b>TITLE</b> Why is it important to be aware of other singers?</p> <p>Carol Service</p>	<p><b>TITLE</b> How can I use musical vocabulary to describe a rhythm?</p> <p>Djembe – Charanga</p> <p>Charanga -Rhythm grids</p>	<p><b>TITLE</b> How can I identify the features of soul music?</p> <p>Glockenspiels – Charanga ‘Lean on Me’.</p>	<p><b>TITLE</b> How do I use musical notation to help me play the recorder?</p> <p>Recorder – Charanga ‘Blown Away Recorder Book 1’ Learn notes C, D, E and F.</p> <p>Charanga -Rhythm grids</p>
<p><b>KS2 Year C (Year 5 SP)</b></p>	<p><b>TITLE</b> How do I recognise the structure of a rock song?</p> <p>‘Livin’ on a Prayer’ – Charanga</p> <p><b>TITLE</b> What is musical notation and how can I use it to record a rhythm?</p> <p>‘Sea Shanties’ (including djembes)</p>	<p><b>TITLE</b> What are the features of Bossa Nova?</p> <p>Classroom Jazz 1 – Charanga (recorder, glockenspiel, untuned percussion)</p>	<p><b>TITLE</b> How can I use technology to compose music in different genres?</p> <p>Bandlab</p>	<p><b>TITLE</b> How can I use musical vocabulary to describe, compare and evaluate different styles of music?</p> <p>Listen and Appraise – BBC 10 Pieces (any apart from the Trailblazers)</p> <p><b>TITLE (for use in conjunction with Lundy topic)</b> What is musical notation and how can I use it to record a rhythm? ‘Sea Shanties’ (including djembes)</p>	

<b>KS2 Year D (Year 6 SP)</b>	<b>TITLE</b> Why is it important to listen to experts when learning a new instrument? Cello  <b>ALTERNATIVE INSTRUMENT</b> <b>TITLE</b> Mini-flute	<b>TITLE</b> What are the main techniques I need to remember to help me play musically? Cello  <b>ALTERNATIVE INSTRUMENT</b> <b>TITLE</b> Mini-flute (continued)	<b>TITLE</b> How can listening to music across a range of eras and cultures affect my mood? Listen and Appraise – BBC 10 Pieces ‘Trailblazers’  <b>INSTRUMENTS</b> Violin or Mini-flute (continued)
Vocabulary	<b>(See Charanga ‘Vocabulary’ for definitions.)</b> Nursery/Reception: sound speaking voice singing voice song listen instrument  Year 1: pulse rhythm pitch symbol string wind percussion  Year 2: dynamics note chord improvise compose duration  Year 3: notation tempo crotchet minim quaver rest  Year 4: semibreve stave texture  Year 5: timbre structure ostinato major key minor key treble clef  Year 6: note names bar line time signature f=forte=loud p=piano=soft		