



The Grange Primary Music Curriculum



The Interrelated Dimensions of Music

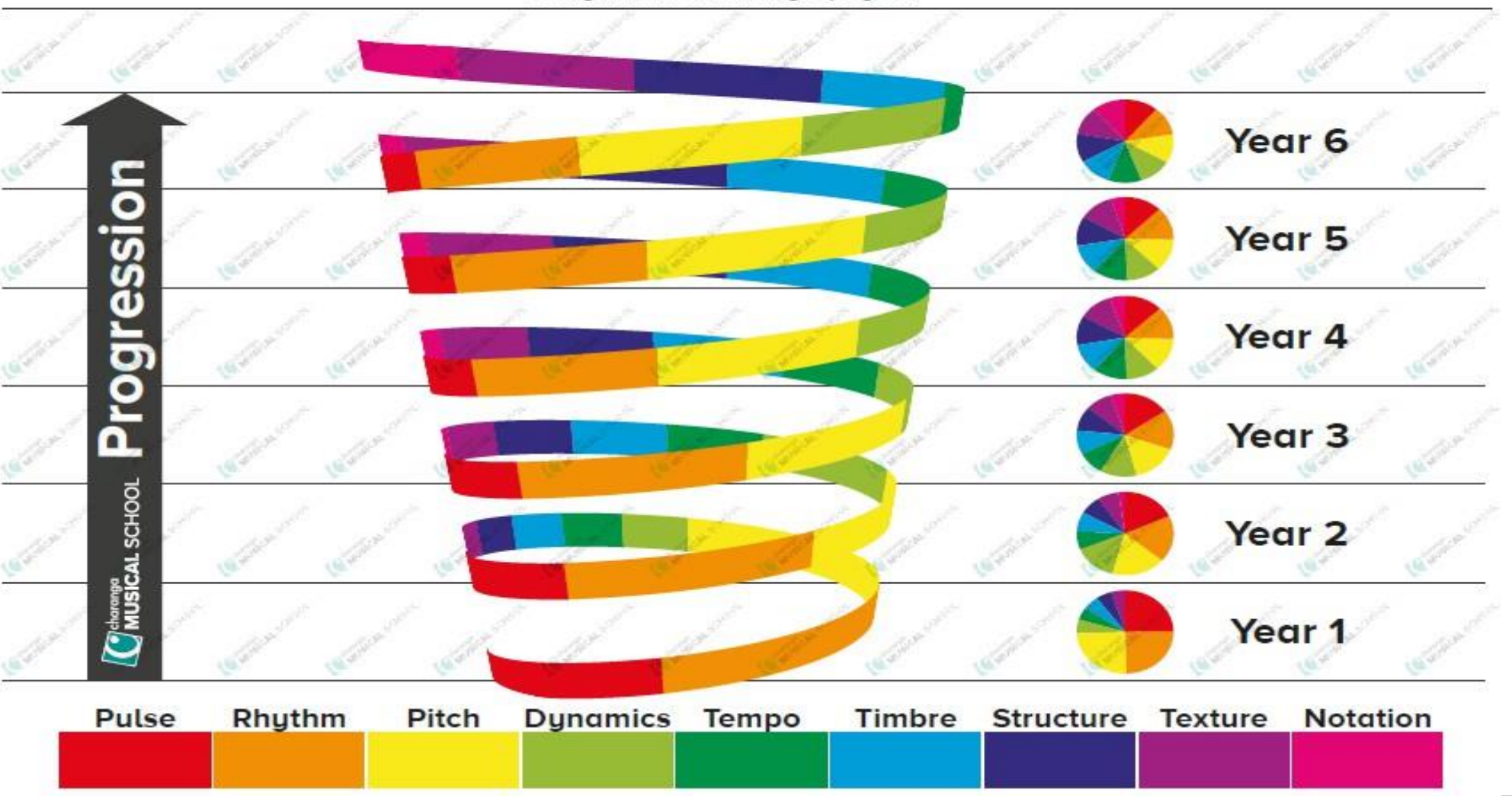
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Progression of Skills

Listening & Appraising

Threshold	Key Stage One	Lower Key Stage Two	Upper Key Stage two
This concept involves appreciating the features and effectiveness of musical elements	<ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	<ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning.

Performing

Threshold	Key Stage One	Lower Key Stage Two	Upper Key Stage two
<p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).

Composing

Threshold	Key Stage One	Lower Key Stage Two	Upper Key Stage two
<p>This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use digital technologies to compose pieces of music. 	<p>Compose and perform melodic songs.</p> <ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. 	<p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.

Notation

Threshold	Key Stage One	Lower Key Stage Two	Upper Key Stage two
<p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none">• Use symbols to represent a composition and use them to help with a performance.	<ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave.• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <ul style="list-style-type: none">• Read and create notes on the musical stave.• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.• Understand and use the # (sharp) and b (flat) symbols.• Use and understand simple time signatures.

