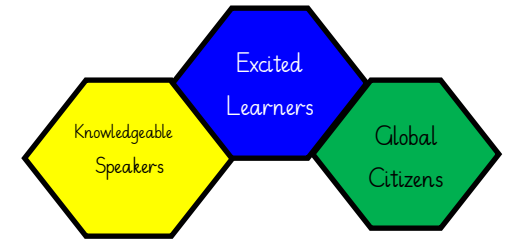
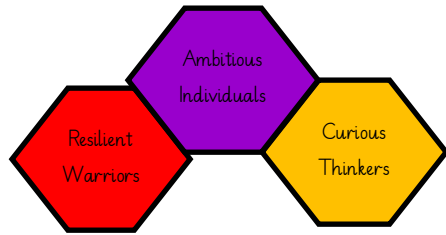


Curriculum Skills Progression and Assessment Handbook

Updated 02.12.22



Art and Design
 "Art is a place for children to learn to trust their ideas themselves and to explore what is possible."
 Maryann F Kohl – educator and publisher

Geography
 "The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world."
 President Barack Obama

Science
 "The important thing is to never stop questioning."
 Albert Einstein

Computing
 "The computer is not a device anymore. It is an extension of your mind and your gateway to other people."
 Mark Shuttleworth- Entrepreneur

History
 "The more you know about the past, the better prepared you are for the future"
 Theodore Roosevelt

At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.

Languages
 'The limits of my language are the limits of my world'.
 Ludwig Wittgenstein. Australian-British philosopher of language.

Music
 "There is music in every child. The teacher's job is to find it and nurture it."
 Francis Clark- pianist

P.E
 "If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward."
 Martin Luther King

Design and Technology
 "It's not just about ideas, it's about making ideas happen"
 Scott Belsky- entrepreneur

RE
 "The beauty of the world lies in the diversity of its people."
 Unknown

Music Y1

Autumn 1 – The Great Fire of London SIPS 1
 Autumn 2- Kapow- Pulse and rhythm (All about me)

Spring 1- Castles- SIPS

Spring 2- Pulse and rhythm (All about me)

Music N

Music is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include listening to music, singing nursery rhymes and songs, using different instruments.

Music R

Music is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include listening to music, singing nursery rhymes and songs, using different instruments.

Music Y6

Autumn 1 – World War 2- Kapow songs of WW2

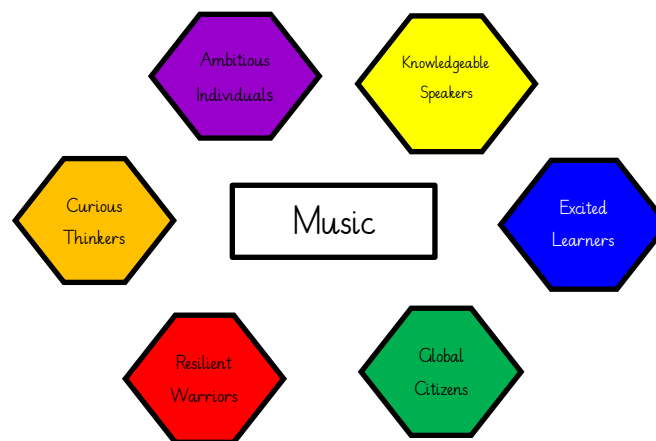
Autumn 2 – World War 2 SIPS

Spring 1 – Rainforests- Kapow Dynamics, Pitch and Texture Fingal's Cave.

Spring 2 – Rainforests- Kapow Film Music

Summer 1 – Leaving a legacy- Kapow Composing and Performing a Leaver's song

Summer 2 – Leaving a legacy SIPS



Music Y2

Autumn 1 – Florence Nightingale – Kapow Orchestral Instruments (Western Stories)

Autumn 2 – Florence Nightingale SIPS

Spring 1 – What a Wonderful world – Kapow African Call and response song (Animals)

Spring 2 – What a Wonderful world SIPS

Summer 1 – Healthy Living – Kapow Myths and Legends

Summer 2 – Healthy Living SIPS

Music Y5

Autumn 1 – Vikings and Saxons- Kapow composition and Notation Egypt

Autumn 2 – Vikings and Saxons Kapow Composition to represent the festival of colour.

Spring 1 – North America SIPS

Spring 2 – North America- Kapow South and West Africa

Summer 1 – Victorians SIPS

Summer 2 – Victorians region –Kapow Musical Theatre

Music Y4

Autumn 1 – Ancient Greeks SIPS

Autumn 2 – Ancient Greeks – Kapow Adapting and Transposing motifs

Spring 1 – European Region- Kapow Rock and Rolls

Spring 2 – European Region SIPS

Summer 1 – Romans- Kapow Samba and Carnival Sounds and Instruments South America

Summer 2 – Romans Kapow Changes in Tempo and Pitch and Dynamics Rivers

Music Y3 See SIPS planning for whole class trumpet tuition

Autumn 1 – Stone Age

Autumn 2 – Stone Age

Spring 1 – Extreme Weather

Spring 2 – Extreme Weather

Summer 1 – Ancient Egypt

Summer 2 – Ancient Egypt

Use voices creatively and expressively (sing, chant and say rhymes)				Use voices with increasing accuracy, fluency, control and expression			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Develop their singing voice and explore pitch.</p> <p>Sing songs with and without words.</p> <p>Clap or tap to the pulse of songs or music.</p>	<p>Keep a steady beat by singing.</p> <p>Pitch match by singing or humming in short phrases.</p> <p>Sing songs and follow the melody of new songs.</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Sing with a sense of the shape of a melody.</p> <p>Use voices expressively and creatively.</p> <p>Improvise making sounds with the voice.</p>	<p>Sing in unison, in tune with increasing awareness of pitch.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p>	<p>Sing in unison from memory with accurate pitch.</p> <p>Understand the importance of pronouncing the words of a song well.</p> <p>Sing in rounds with awareness of others.</p>	<p>Sing in unison and in two simple parts with clear diction, controlled pitch and sense of phrasing.</p> <p>Hold a part in a round.</p> <p>Perform songs with an awareness of the meaning of the words.</p>	<p>To sing with clear diction, controlled pitch and a sense of phrase and dynamics.</p> <p>Sing a harmony part with increasing confidence and accuracy.</p>
Play tuned and untuned instruments				Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency and expression.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use a range of different instruments.</p> <p>Experiment with different ways of playing instruments.</p>	<p>Keep a steady beat using instruments/ sound makers/ tapping their knees.</p> <p>Create their own music.</p>	<p>Play instruments showing an awareness of pulse.</p> <p>Respond to starting and stopping points that have been given.</p> <p>Repeat and perform simple patterns/rhythms.</p> <p>Understand how to play an instrument with care and attention.</p>	<p>Perform simple rhythms and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p>	<p>Perform simple rhythmic parts.</p> <p>Play repeated patterns.</p> <p>To play simple melodic parts on tuned instruments.</p> <p>Show control in producing sounds on an instrument.</p>	<p>Play repeated patterns with confidence.</p> <p>Perform simple melodic and rhythmic parts, beginning to show expression by changing dynamics.</p> <p>Maintain a simple part within a group.</p>	<p>Perform simple melodic and rhythmic parts, showing increased expression by changing dynamics.</p> <p>Maintain own parts with awareness of how different parts fit together.</p> <p>Play an accompaniment of an instrument.</p>	<p>Perform melodic and rhythmic parts with accuracy, fluency, control and expression.</p> <p>Perform alone and in a group; from memory and from notations.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p>
Experiment with, create, select and combine sounds.				Improvise and compose music			
N	R	Y1	Y2	Y3	Y4	Y5	Y6

		<p>Create sounds to represent different ideas, thoughts, feelings and moods.</p> <p>Create a sequence of long and short sounds with help including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low).</p>	<p>Explore, order and choose sounds including changes in dynamics.</p> <p>Use sounds to achieve an effect (including use of ICT)</p> <p>Create short musical patterns; rhythmic (one bar) and melodic (using up to three different pitches)</p>	<p>Improvise a 1 bar rhythm.</p> <p>Improvise a 1 bar melodic phrase (3 pitches).</p> <p>Explore using sound to create abstract effects.</p>	<p>Improvise repeated patterns growing in sophistication, using a range of instruments.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect. (including use of ICT).</p> <p>Create simple accompaniments for tunes.</p>	<p>Improvise an ostinato (for an accompaniment).</p> <p>Improvise a melodic phrase (up to 5 pitches) within a structure.</p> <p>Explore layering rhythmic and/or melodic phrases.</p>	<p>To create rhythmic and melodic phrases as part of a group performance by developing ideas within musical structures.</p> <p>Indicate tempo and dynamics.</p>
Listen with concentration and understanding				Listen with attention to detail and recall sounds with increasing aural memory.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listen to recorded music.</p> <p>Listen to a variety of music and songs from different cultures and historical periods.</p>	<p>Develop awareness of different kinds of music.</p> <p>Listen attentively to music.</p> <p>Discuss changes and patterns as a piece of music develops.</p> <p>Move in time to music and respond to changes.</p>	<p>Reflect on music and talk about how it makes people feel, act and move.</p> <p>Begin to identify simple repeated patterns.</p> <p>To think about what could make their own work better e.g. faster/louder</p> <p>Respond to different composers and genres of music</p>	<p>Notice how music can be used to create different moods and effects to communicate ideas.</p> <p>Identify simple repeated patterns and structures.</p> <p>Listen and understand how to improve own composition.</p> <p>Start to recognise significant pieces, different genres and instruments being played.</p>	<p>To listen with attention and begin to recall sounds and changes.</p> <p>To notice and explore the way sounds can be combined and used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To listen with focus and recall sounds with increasing accuracy.</p> <p>To recognise and explore the ways sounds can be combined and used expressively and comment on the effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>To listen to and recall a range of sounds and patterns with confidence.</p> <p>To describe, compare and evaluate different types of music, beginning to use musical vocabulary in their comments.</p> <p>To comment on the success of own and others' work, suggesting improvements on intended outcomes.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with confidence and accuracy.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary to comment on the use of the inter-related musical dimensions of music for effect.</p> <p>To evaluate the success of own and others' work,</p>

							<i>suggesting specific improvements based on the intended outcomes and how this could be achieved.</i>
N/A – There is no requirement for EYFS, Year 1 and Year 2 to study this.				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.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
N/A	N/A	N/A	N/A	<i>Begin to recognise and identify instruments being played.</i> <i>Comment on likes and dislikes.</i> <i>Recognise how inter-related dimensions of music can be used together to compose music.</i> <i>Start to learn about the different purposes of music throughout history and in other cultures.</i>	<i>To recognise and identify instruments being played.</i> <i>Compare music and express growing tastes in music.</i> <i>Start to explain how inter-related dimensions of music can be used together to compose music.</i> <i>Continue to learn about the different purposes of music throughout history and in other cultures.</i>	<i>Compare and evaluate different kinds of music using appropriate musical vocabulary.</i> <i>Explain and evaluate how interrelated dimensions of music, features and styles can be used together to compose music.</i> <i>Understand the different cultural meanings and purposes of music, including contemporary culture.</i>	<i>Analyse and compare musical features choosing appropriate musical vocabulary.</i> <i>Explain and evaluate how interrelated dimensions of music, features and styles can be used together to compose music.</i> <i>Notice and explore how music reflects time, place and culture.</i> <i>Understand and comment on the different cultural meanings and purposes of music, including contemporary culture.</i>
Understand how music can be represented with symbols; graphic scores and basic rhythmic notation				Use and understand staff and other musical notation.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
		<i>Learn to play sounds linking to symbols.</i>	<i>Begin to read and play rhythm using graphic/standard</i>	<i>Learn to read music during whole class instrumental lessons (where applicable).</i>	<i>Learn to read music during whole class instrumental lessons (where applicable).</i>	<i>Learn to read music during whole class instrumental lessons (where applicable).</i>	<i>Learn to read music during whole class instrumental lessons (where applicable).</i>

		<p><i>Visually link changes in pitch with symbols in higher and lower positions.</i></p> <p><i>Use hands to show high, low and in between when listening and using the voice.</i></p>	<p><i>rhythmic notations (i.e. rhythm grids)</i></p> <p><i>Begin to visually link the shape of simple melodies using symbols moving from left to right (linear)</i></p>	<p><i>Learn how many beats in a minim and crochet and recognise their symbols.</i></p> <p><i>Recognise the symbol for a rest in music and use silence for effect in music.</i></p>	<p><i>Begin to use musical notation (rhythmic and graphic) when composing work.</i></p> <p><i>Know how many beats in a minim, crotchet and quaver and recognise their symbols.</i></p> <p><i>Know the musical symbol for a rest in music and silence for effect in music.</i></p>	<p><i>Use musical notation when composing work.</i></p> <p><i>Start to learn the musical stave in the treble clef, EGBDF and FACE.</i></p> <p><i>Continue to use and read rhythmic notation with increasing confidence (duration).</i></p>	<p><i>Use staff and musical notation when composing work.</i></p> <p><i>Become more confident reading the musical stave in the treble clef, EGBDF and FACE.</i></p> <p><i>Confidently use and read rhythmic notation (duration).</i></p>
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Music Assessment		Class -	Academic Year -
Autumn	Spring	Summer	
Working at greater depth	Working at greater depth	Working at greater depth	
Working at	Working at	Working at	
Working towards	Working towards	Working towards	
Working below	Working below	Working below	

