

Curriculum Overview Subject: Music



<u>Intent</u>

At Kingsley, by the end of Key Stage 2 children should have a rigorous understanding of the music skills specified in the Kingsley Curriculum Overview. Consequently, they should be able to experiment, invent and think critically in order to create their own songs or pieces of music.

Implementation

At Kingsley, Music skills are broken into 3 categories:

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- 1. Listening and Appraising
- 2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
- 3. Performing

e.g.:

1. Listening and appraising:

Listen to a range of styles of music or songs based on a theme. Children, with guidance from an adult, would then pick apart aspects of what they had listened to.

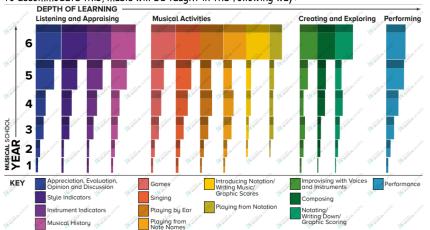
2. Musical Activities:

Explore the styles previously studied to start exploring the skills required. This would be conducted through games, improvisation and composition of a piece of music.

Performina:

Play with materials. Explore lines (faint/hard, shading, tone, blending, different grades of pencil etc.).

To accommodate this, music will be taught in the following way:



In addition, children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about music and explore a range of great composers, singers and performers, both current and through history.

<u>Impact</u>

At Kingsley, our music curriculum is taught through a 3 step process, as stated above, which will be recorded via filming or written musical scores. This process is designed to offer a clear view of progression of music skills. Consequently, when carrying out book scrutinies of the children's work, teachers will be able to see if progress has been made. In addition, formative assessment techniques such as appropriate questioning and discussions with the children will be carried out by both the class teacher and the music lead.





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YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	



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<u>Subject Skills:</u>	To learn how they	• To learn how	 To confidently 	 To confidently 	 To identify and 	To identify and	
	can enjoy moving	they can enjoy	identify and move to		move to the pulse	move to the pulse	
Listen and appraise	to music by	moving to music by	the pulse.	the pulse.	with ease.	with ease.	
	dancing, marching,	dancing, marching,	 To think about 	 To talk about the 	 To think about the 		
	being animals or	being animals or	what the words of a	musical dimensions	message of songs.	To think about the	
	pop stars.	pop stars.	song mean.	working together in	To compare two	message of songs.	
		 To learn how 	• To take it in turn	the Unit	songs in the same		
		songs can tell a	to discuss how the	songs eg if the song	style, talking about	• To compare two	
		story or describe	song makes them	gets louder in the	what stands	songs in the same	
		an idea.	feel.	chorus (dynamics).	out musically in each	style, talking about	
			Listen carefully	Talk about the	of them, their	what stands	
			and respectfully to	music and how it	similarities and	Wild Statios	
			other people's	makes them feel.	differences.	out musically in each	
			thoughts about the	Listen carefully	Listen carefully	•	
			music.	and respectfully to	and respectfully to	of them, their similarities and	
				other people's	other people's		
				thoughts about the	thoughts about the	differences.	
				music.	music.		
				When you talk try	When you talk try	Listen carefully	
				to use musical words.	to use musical words.	and respectfully to	
				To ase masical words.	To talk about the	other people's	
					musical dimensions	thoughts about the	
					working together in		
					the Unit	music.	
					songs.	Use musical words	
					Talk about the	when talking about	
					music and how it	the songs.	
					makes you feel.	5 551195.	
						To talk about the	
						musical dimensions	
						working together in	
						the Unit	
						songs.	



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						Talk about the music and how it makes you feel, using musical language to describe the music.	
Subject Skills: Singing	Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.	pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	 To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	 To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	



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Subject Skills: Playing

- Treat instruments carefully and with respect.
- Play a tuned instrumental part with the song they perform.
 Learn to play an
- instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).
- Listen to and follow musical instructions from a leader.

- Treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

- To treat instruments carefully and with respect.
- Play any one, or all of four, differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song) from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

- To treat instruments carefully and with respect.
- Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts
 a one-note, simple
- or medium part or the melody of the song from memory or using

notation.

- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

- Play a musical instrument with the correct technique within the context of the Unit sona.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.



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Subject Skills: Composition

- Help to create a simple melody using one, two or three notes.
 Learn how the notes of the composition can be written down and changed if necessary.
- Help create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.
- Help create at least one simple melody using one, three or five

different notes.

 Plan and create a section of music that can be performed within the

context of the unit song.

- Talk about how it was created.
- Listen to and reflect upon the developing composition and make

musical decisions about pulse, rhythm, pitch, dynamics and tempo.

• Record the composition in any way appropriate that recognises the

- Help create at least one simple melody using one, three or all five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.

Listen to and

- reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
 Record the
- composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
 Listen to and
- reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
 Record the
- composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).







			connection between sound and symbol (e.g. graphic/pictorial notation).				
Vocabulary: Performance	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it—"What went well?" and "It would have been even better if?"	 To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even 	
				what they would change and why.		better if?"	
Enhancements / Activities	Harvest Festival songs	Harvest Festival songs	Harvest Festival songs Christmas celebration	Harvest Festival songs Christmas celebration	Harvest Festival songs Christmas celebration	Harvest Festival songs Christmas celebration	
	Christmas celebration songs	Christmas celebration songs	songs	songs	songs	songs	



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