

Kingsway Primary Academy MUSIC



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Kingsway - **MUSIC** progression through EYFS EAD- Creating with Materials and Being Imaginative

| Playing & Exploring - Engagement | Active Learning - Motivation | Creating & Thinking Critically - Thinking |
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| <ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' | <ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do | <ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) |

ELG

- Sing a range of well-known nursery rhymes & songs

- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

| Focus | Singing | Listening | Composing | Performing | Vocabulary- To be used daily. |
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| Nursery Skills | <ul style="list-style-type: none"> Remember and sing familiar songs eg pop songs and rhymes. Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs. | <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Explore & learn how sounds & movements can be changed e.g. louder, quieter Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously | <ul style="list-style-type: none"> Develop an understanding of how to create & use sounds intentionally Create own songs, or improvise a song around one they know | <ul style="list-style-type: none"> Remember & sing familiar songs e.g. pop songs, rhymes Taps out simple repeated rhythms Creates sounds to accompany stories Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs Play instruments with increasing control to express their feelings & ideas | <p>Fast/slow</p> <p>Loud/quiet</p> <p>Song/sing</p> |

| Nursery Knowledge | Autumn 1 Me and My Family | Autumn 2 Autumn | Spring 1 Water | Spring 2 Journeys | Summer 1 Lifecycles | Summer 2 Superheroes |
|-------------------|---|--|---|---|---|---|
| | <ul style="list-style-type: none"> Can sing a range of familiar nursery rhymes | <ul style="list-style-type: none"> Can sing a range of familiar nursery rhymes with actions Can use props as they sing (nativity) Can move in time to music. | <ul style="list-style-type: none"> Can follow a steady beat with a musical instrument. Can follow the beat using body percussions. Can use instruments to represent parts of a story for effect. | <ul style="list-style-type: none"> Can sing along to songs and mirror the actions of others. | <ul style="list-style-type: none"> Can create their own rhythm in time to music. Can use instruments to go faster and slower and can start and stop using visual signs. | <ul style="list-style-type: none"> Can sing along to a range or songs. Use musical instruments to express feelings. |

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Kingsway- **MUSIC** progression through EYFS UW- Past and Present/The World

| Playing & Exploring - Engagement | Active Learning - Motivation | Creating & Thinking Critically - Thinking |
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| <ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' | <ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do | <ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) |

ELG

- Sing a range of well-known nursery rhymes & songs

- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

| Focus | Singing | Listening | Composing | Performing | Vocabulary- To be used daily. |
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| Reception Skills | <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. | <ul style="list-style-type: none"> Respond imaginatively to music e.g. this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses. | <ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups | <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody Make Music in a range of ways eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. | Chant High/ low Repeat Rhythm Sound Beat Follow |

| Reception Knowledge | Autumn 1 People in my Community | Autumn 2 Autumn | Spring 1 Water | Spring 2 Journeys | Summer 1 Life Cycles | Summer 2 Superheroes |
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| | <ul style="list-style-type: none"> Can along to a familiar song as a class group. | <ul style="list-style-type: none"> Can sing along to new songs (nativity) as a group. Can sing some songs in smaller groups | <ul style="list-style-type: none"> Can move in time to music (dance) Can create movement to match different sounds in stories. Can follow signals for 'stop and go' 'louder and quieter' | <ul style="list-style-type: none"> Can follow the beat with a range instruments. Can follow a simple musical pattern | <ul style="list-style-type: none"> Make their own musical instrument and explain the sounds that it makes. | <ul style="list-style-type: none"> Play a musical instrument in time to the beat of a song. |

Explore pulse, rhythm and duration

Exploring pitch, timbre, tempo and dynamics.

Exploring sounds, instruments and symbols.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Year 1: Music skills progression

CORE VALUES:

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RESILIENCE

PIONEERING

KS1: POS

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.

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| <p><u>Singing</u></p> <p>Take part in singing, accurately following the melody. Sing a range of simple songs with actions to mark the steady beat. Follow instructions on how and when to sing.</p> | <p><u>Listening</u></p> <p>Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration. Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.</p> |
| <p><u>Composing</u></p> <p>Create a mixture of different sounds. Choose and sequence sounds to create an effect. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance.</p> | <p><u>Performing</u></p> <p>Control sounds using voices and instruments. Follow instructions on when and how to play an instrument.</p> |

Year 1 – End points

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| <p>Exploring pulse, rhythm and duration</p> | <ul style="list-style-type: none"> • Clap and move to the pulse of a song/piece of music. • Sing a range of simple songs with actions to mark the steady beat • Create long and short sounds on a range of instruments |
| <p>Exploring pitch, timbre, tempo and dynamics.</p> | <ul style="list-style-type: none"> • Use hands or actions to show changes in pitch. • Listen to different pieces of music to identify examples of changes in tempo and pitch. • Play different pitches and dynamics on a range of instruments. |
| <p>Exploring sounds, instruments and symbols.</p> | <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Use symbols to represent a composition and use them to help with a performance. |

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| Year 2: Music skills progression | |
| KS1: POS | |
| Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music. | |
| <p>Singing</p> <p>Take part in singing, accurately following the melody. Sing a range of simple songs. Follow instructions on how and when to sing.</p> | <p>Listening</p> <p>Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration. Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.</p> |
| <p>Composing</p> <p>Create a mixture of different sounds. Choose and sequence sounds to create an effect and begin to explore simple structures e.g. ABA, AABB Create a soundscape or picture. Create short, musical patterns using a limited range of notes. Use symbols to represent a composition.</p> | <p>Performing</p> <p>Control sounds using voices and instruments. Follow instructions on when and how to play an instrument. Follow graphic symbols when performing.</p> |

Year 2 – End points

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| Exploring pulse, rhythm and duration | <ul style="list-style-type: none"> • Copy phrases of long and short notes using simple rhythm cards. • Create sequences of long and short notes on a range of instruments following simple notation • Use instruments to add simple accompaniments to songs based on word rhythms, long/short sounds. |
| Exploring pitch, timbre, tempo and dynamics. | <ul style="list-style-type: none"> • Sing songs and rhymes using different voices/pitches/dynamics/tempo/timbres (different voices) • Create musical interludes and accompaniments using instruments to compliment the mood of a song e.g. sunshine, rain etc. • Use simple graphics to notate differences in pitch/to follow the shape of a melody within a song. |
| Exploring sounds, instruments and symbols. | <ul style="list-style-type: none"> • Combine sounds to create short pieces of music to describe pictures and stories. • Sequence symbols to create own pieces using voice and/or instruments • Following symbols to indicate changes in pitch; timbre, dynamics |

Year 3: Music skills progression

KS2: POS

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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.

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| <p>Singing Sing from memory with accurate pitch. Sing in tune, Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others.</p> | <p>Listening Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes. Listen to music from a range of historical periods. Understand layers of sound and discuss their effect on mood and feelings. Use the interrelated dimensions of music to describe what they hear.</p> |
| <p>Composing Compose melodic songs. Create repeated patterns with a range of instruments. (tuned and untuned) Create simple accompaniments for tunes. Use drones as accompaniments. Devise non-standard symbols to indicate when to play and rest. Choose, order and combine sounds to create an effect. Use sounds to create abstract effects.</p> | <p>Performing Perform melodic songs. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> |

Year 3 – End points

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| <p>Exploring Musical Arrangements - Texture</p> | <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Play simple melodies on pitched instruments with care. • Perform simple ostinato patterns (in groups) to accompany songs. |
| <p>Exploring Sounds -Playing a Picture</p> | <ul style="list-style-type: none"> • Understand layers of sounds and discuss their effect on mood and feelings. • Choose, order, combine and control sounds to create an effect. • Devise non-standard symbols to indicate when to play and rest. |
| <p>Exploring Melody and Lyrics - Writing Radio Jingles</p> | <ul style="list-style-type: none"> • Add simple accompaniments (ostinato, drones) to accompany simple songs. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Create own music to given musical structures. |

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| Year 4: Music skills progression | |
| KS2: POS Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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. | |
| Singing Sing from memory with accurate pitch. Sing in tune, Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. | Listening Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes. Listen to music from a range of historical periods. Understand layers of sound and discuss their effect on mood and feelings. Use the interrelated dimensions of music to describe what they hear. |
| Composing Compose melodic songs. Create repeated patterns with a range of instruments. (tuned and untuned) Create simple accompaniments for tunes (using pentatonic scales.) Use drones as accompaniments. Devise non-standard symbols to indicate when to play and rest. Begin to recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for crotchet, minim, semi-breve and say how many beats they represent. Choose, order and combine sounds to create an effect. Use sounds to create abstract effects. Use digital technologies to compose pieces of music. | Performing Perform melodic songs. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. |

Year 4 – End points

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| Exploring Musical Arrangements – Pentatonic Scales | <ul style="list-style-type: none"> • Compose and perform melodic songs (pentatonic). • Create repeated patterns with a range of instruments. • Create accompaniments for tunes using the pentatonic scale. |
| Exploring Sounds – Creating Soundscapes | <ul style="list-style-type: none"> • Listen to and evaluate live and recorded music, commenting on likes and dislikes, moods and feelings. • Use sound to create abstract effects. • Compose music to a given stimulus as part of a smaller group. • Begin to recognise the notes EGBDF and FACE on the musical stave and simple rhythmic notations. |
| Exploring Melody and Lyrics – Rap and Rhymes | <ul style="list-style-type: none"> • Maintain a simple part within a group. • Pronounce words within a song clearly. • Create accompaniments for raps using melodic and rhythmic ostinato. • Perform with control and awareness of others. |

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| Year 5: Music skills progression | |
| KS2: POS Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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. | |
| <p><u>Singing</u> Sing from memory with confidence. Perform solo or as part of an ensemble. Sing expressively and in tune. Perform with controlled breathing and skilful singing. Hold a part within a round or part song. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody.</p> | <p><u>Listening</u> Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes. Listen to music from a range of historical periods. Use the interrelated dimensions of music to describe what they hear.</p> |
| <p><u>Composing</u> Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Compose using a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinati (based on pentatonic and whole scale). Begin to use standard musical notation. Begin to read and create notes on a musical stave. Begin to understand the purpose of the treble clef. Understand simple rhythmic time signatures. Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music.</p> | <p><u>Performing</u> Sustain a drone or a melodic ostinato as an accompaniment. Perform with skilful playing. Play from memory with confidence. Combine a variety of musical devices including melody, rhythm and chords. Perform solos or as part of an ensemble.</p> |

Year 5 – End points

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| Exploring Musical Arrangements – Creating a rondo | <ul style="list-style-type: none"> • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (tuned instrument). • Combine a variety of musical devices, including melody, rhythm and chords. • Choose from a wide range of musical vocabulary to accurately describe and appraise music |
| Exploring Sound sources. | <ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use digital technologies to compose, edit and refine pieces of music. • Use drones and melodic ostinati. • Combine a variety of musical devices, including melody, rhythm and chords. |
| Exploring Melody and Lyrics – Part Song Performance. | <ul style="list-style-type: none"> • Sing or play from memory with confidence and controlled breathing and skilful playing. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune, maintain (as part of a group) a harmony within a part song. • Sustain a drone or a melodic ostinato to accompany singing. |

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| Year 6: Music skills progression | |
| KS2: POS Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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. | |
| Singing Sing from memory with confidence. Perform solo or as part of an ensemble. Sing expressively and in tune. Perform with controlled breathing and skilful singing. Hold a part within a round. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody | Listening Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes. Listen to music from a range of historical periods. Describe how lyrics often reflect the cultural context of music and how social meaning. Use the interrelated dimensions of music to describe what they hear. |
| Composing Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Compose using a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinati (based on pentatonic and whole scale). Begin to use standard musical notation. Begin to read and create notes on a musical staff. Begin to understand the purpose of the treble clef. Begin to understand and use the # and b symbols. Understand simple rhythmic time signatures. Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music | Performing Sustain a drone or a melodic ostinato as an accompaniment. Perform with skilful playing. Play from memory with confidence. Combine a variety of musical devices including melody, rhythm and chords. Perform solos or as part of an ensemble. |

Year 6 – End points

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| Exploring Musical Arrangements – Exploring Rounds | <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Hold a part within a round. • Begin to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play and create notes on the musical staff. • Combine a variety of musical devices, including melody, rhythm and chords. |
| Exploring Cyclic Patterns Gamelan/Samba | <ul style="list-style-type: none"> • Perform with skilful playing (instrument – tuned and untuned). • Create rhythmic patterns with an awareness of timbre and duration. • Begin to use the standard musical notation to represent rhythms. • Read and create notes on the musical staff. • Begin to use and understand simple time signatures. |
| Exploring Melody and Lyrics – Song Writing | <ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning. • Read and create notes on the musical staff. • Combine a variety of musical devices, including melody, rhythm and chords. • Choose from a wide range of musical vocabulary to accurately describe and appraise music. • Convey the relationship between the lyrics and the melody. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. |

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

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