

## Becoming a Musician at Kingsway

Our aim is that children who leave our school in Year 6 will be able:

- Sing and/or play confidently on their own or in a group
- Compose imaginatively using voices or instruments
- Use different musical devices including melody, rhythms, chords and structures
- Have a range of musical vocabulary and the ability to use it to compare and describe a range of music
- Understand the relationship between lyrics and melody
- Listen carefully to, appreciate and appraise a range of music
- Have an understanding of the history of music
- Use and understand staff and other musical notations

### How our children learn to be a Musician

Every year, our children complete four music units. Each unit focuses on one particular musical genre or element and the children will be encouraged to listen to, perform, compose and gain knowledge of the history of the studied genre or element. These units are rooted in the children's ability to find the rhythm and pulse of pieces of music. Once this skill is embedded, they are able to improvise, compose and perform their own musical pieces, whether this be a one note improvisation during a piece or composing and notating complete sections. Children are introduced to key terms each year, such as melody, pitch and tempo. The children are able to root their learning in the real world by referring to key musical artists and genres on the timeline and maps in their classroom.

This means that as well as singing, performing on instruments and composing, children are able to make links between the genres studied and the lives that people led at the time that these genres were pioneered. For example, in Year 5 there will be opportunities to discuss the emergence of blues music and the roots this genre has in the diverse communities of Northern America and how this music gave people a way to voice their feelings and express their suffering in their community.

**Foundation Stage** - Exploring sound, music and movement, musical stories, big band

**Year 1** - Pulse and rhythm, developing musical vocabulary, timbre and rhythmic patterns, pitch and tempo

**Year 2** - Call and response, orchestral instruments, musical me, myths and legends

**Year 3** - Ballads, singing technique, pentatonic melodies and composition, South African instrumental

**Year 4** - Body and tuned percussion, changes in pitch, motifs, Caribbean instrumental

**Year 5** - Blues, acapella, composition and notation, composition for a purpose

**Year 6** - Pitch and texture, theme and variation, baroque, composition for a purpose (leavers song)

	Cycle	Unit 1	Unit 2	Unit 3
EYFS		Exploring Sound	Music and Movement	Big band - <i>Margaret Bonds</i>
Year 1/2	A	Pulse and Rhythm: All about me	Musical Vocabulary: Under the Sea	On this Island: British songs and sounds
	B	Tempo: Snail and Mouse	Orchestral Instruments: Traditional Stories	Musical Me - <i>Joan Armatrading</i>
Year 3/4	A	Instrumental Scheme: South Africa	Instrumental Scheme: Caribbean	Traditional stories and Improvisation: India
	B	Developing singing techniques: The Vikings	Pentatonic Melodies and composition: Chinese New Year	Adapting and Transposing Motifs: Romans - <i>Beethoven</i>
Year 5/6	A	Collaborative Singing: Young Voices	South and West Africa	Blues
	B	Theme and Variations: Pop art	Composition Notation: Ancient Egypt	Songs of WW2 - <i>Grazyna Bacewicz</i>

## EYFS

### Exploring Sound, Music and Movement, Big Band

#### Listening

- To respond to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.
- To explore lyrics by suggesting appropriate actions.
- To explore the story behind the lyrics or music.
- To listen to and follow a beat using body percussion and instruments.
- To consider whether a piece of music has a fast, moderate or slow tempo.
- To listen to sounds and match to the object or instrument.
- To listen to sounds and identify high and low pitch.
- To listen to and repeat a simple rhythm.
- To listen to and repeat simple lyrics.
- To understand that different instruments make different sounds and group them accordingly.

#### Composing

- To play untuned percussion 'in time' with a piece of music.
- To select classroom objects to use as instruments.
- To experiment with body percussion and vocal sounds to respond to music.
- To select appropriate instruments to represent action and mood.
- To experiment with playing instruments in different ways.

#### Performing

- To use their voices to join in with well-known songs from memory.
- To remember and maintain their role within a group performance.
- To move to music with instruction to perform actions.
- To participate in performances to a small audience.
- To stop and start playing at the right time.

#### Knowledge

- To understand how to listen carefully and talk about what I hear.
- To know that there are special songs we can sing to celebrate events.
- To know that the beat is the steady pulse of a song.
- To understand that a piece of music can tell a story with sounds.
- To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).
- To know that an orchestra is a big group of people playing a variety of instruments together.
- To know that sounds can be copied by my voice, body percussion and instruments.
- To understand that my voice or an instrument can match an action in a song.
- To recognise music that is 'fast' or 'slow.'
- To know that different instruments can sound like a particular character.
- To know that the beat is the steady pulse of a song.
- To know that music often has more than one instrument being played at a time.
- To understand that instruments can be played loudly or softly.
- To know that moving to music can be part of a celebration.
- To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
- To understand what 'high' and 'low' notes are.
- To recognise music that is 'fast' or 'slow.'
- To understand that performing means playing a finished piece of music for an audience.
- To know that music often has more than one instrument being played at a time.
- To recognise that different sounds can be long or short.
- To know that signals can tell us when to start or stop playing.
- To recognise music that is 'fast' or 'slow'.

<p style="text-align: center;"><b>Year 1</b> Pulse and Rhythm, Musical Vocabulary</p>	<p style="text-align: center;"><b>Year 2</b> African Call and Response, Orchestral Instruments, Musical Me, On this Island</p>	<p style="text-align: center;"><b>Year 3</b> Developing Singing Techniques, Pentatonic Melodies, Traditional Instruments and Improvisation</p>
<p>Listening</p> <ul style="list-style-type: none"> <li>To recognise and understand the difference between pulse and rhythm</li> <li>To describe the character, mood or 'story' of the music they listen to (verbally or through movement)</li> <li>To listen to and repeat short, simple rhythmic patterns</li> <li>To listen and respond to others perform by playing as part of a group</li> <li>To understand that different types of sounds are called timbres</li> <li>To recognise basic, tempo, dynamic and pitch changes</li> <li>To describe the difference between two different pieces of music</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>To combine instrumental and vocal sounds within a given structure</li> <li>To select and create short sequences of sound with voices or instruments to represent a given idea or character</li> <li>To create simple melodies using a few notes</li> <li>To choose dynamics, tempo and timbre for a piece of music</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>To listen to and recognise instrumentation</li> <li>To begin to use musical vocabulary to describe music</li> <li>To recognise timbre changes in the music they listen to</li> <li>To recognise structural features in the music they listen to</li> <li>To listen to and repeat a short simple melody by ear</li> <li>To suggest improvements for their own and other's work</li> <li>To identify melodies that move in steps</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>To select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</li> <li>To successfully combine and layer several instrumental and vocal patterns within a given structure</li> <li>To choose appropriate dynamics, tempo and timbre for a piece of music</li> <li>To use letter name and graphic notation to represent the details of their composition</li> <li>To begin to suggest improvements to their own work</li> <li>To create simple melodies from five or more notes</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>To understand that music from different parts of the world, and different times, has different features.</li> <li>To recognise and explain the changes within a piece of music using musical vocabulary.</li> <li>To begin to show an awareness of metre.</li> <li>To begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>To discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>To describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>To compose a piece of music in a given style with voices and instruments.</li> <li>To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>To use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>To suggest and implement improvements to their own work, using musical vocabulary.</li> </ul> <p>Performing</p>

<p>Performing</p> <ul style="list-style-type: none"> <li>To use their voices expressively to speak and chant</li> <li>To sing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> <li>To maintain the pulse (playing on the beat) using hands, and tuned and untuned instruments</li> <li>To respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> </ul>	<p>Performing</p> <ul style="list-style-type: none"> <li>To use their voices expressively when singing, including the use of basic dynamics</li> <li>To sing short songs from memory, with melodic and rhythmic accuracy</li> <li>To perform expressively using dynamics and timbre to alter sounds as appropriate</li> <li>To copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>To sing back short melodic patterns by ear and play short melodic patterns from letter notation.</li> </ul>	<ul style="list-style-type: none"> <li>To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>To perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li> </ul>
<p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> <li>To know that pulse is the regular beat that goes through music.</li> <li>To understand that the pulse of music can get faster or slower.</li> <li>To know that a piece of music can have more than one section, eg a verse and a chorus.</li> <li>To understand that pitch means how high or low a note sounds.</li> <li>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>To know that music has layers called 'texture'.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>To understand that an instrument can be matched to an animal noise based on its timbre.</li> <li>To know that musical instruments can be used to create 'real life' sound effects.</li> <li>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</li> <li>To know that stringed instruments, like violins, make a sound when their strings vibrate.</li> <li>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>To know that written music tells you how long to play a note for.</li> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>To understand that a pentatonic melody uses only the five notes C D E G A.</li> <li>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> <li>• To understand that 'melody' means a tune.</li> <li>• To know that 'notation' means writing music down so that someone else can play it.</li> <li>• To understand that 'accompaniment' can mean playing instruments along with a song.</li> <li>• To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> <li>• To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</li> <li>• To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>• To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</li> <li>• To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li> <li>• To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li> </ul>
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<p style="text-align: center;"><b>Year 4</b> Adapting and Transposing Motifs</p>	<p style="text-align: center;"><b>Year 5</b> Composition Notation, Blues, South and West Africa</p>	<p style="text-align: center;"><b>Year 6</b> Themes and Variations. Songs of WW2</p>
<p>Listening</p> <ul style="list-style-type: none"> <li>• To recognise the use and development of motifs in music.</li> <li>• To identify gradual dynamic and tempo changes within a piece of music.</li> <li>• To identify common features between different genres, styles and traditions of music.</li> <li>• To recognise, name and explain the effect of the interrelated dimensions of music.</li> <li>• To identify scaled dynamics</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>• To recognise and confidently the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• To compare, discuss and evaluate music using detailed musical vocabulary.</li> <li>• To develop confidence in using detailed musical</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>• To discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> <li>• To recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</li> <li>• To represent changes in pitch, dynamics and texture using graphic notation,</li> </ul>

(crescendo/decrescendo) within a piece of music.

- To use musical vocabulary to discuss the purpose of a piece of music.
- To use musical vocabulary when discussing improvements to their own and others' work.

#### Composing

- To compose a coherent piece of music in a given style with voices, bodies and instruments.
- To begin to improvise musically within a given style.
- To develop melodies using rhythmic variation, transposition, inversion, and looping.
- To use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- To suggest improvements to other's work, using musical vocabulary.

#### Performing

- To sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- To sing and play in time with peers with accuracy and awareness of their part in the group performance.
- To play melody parts on tuned instruments with accuracy and control and developing instrumental technique.

vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

#### Composing

- To compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- To improvise coherently within a given style.
- To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- To use staff notation to record rhythms and melodies.
- To select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- To suggest and demonstrate improvements to their own and others' work.

#### Performing

- To sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- To work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- To use staff notation to record rhythms and melodies.

justifying their choices with reference to musical vocabulary.

- To identify the way that features of a song can complement one another to create a coherent overall effect.
- To use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and other's work.

#### Composing

- To improvise coherently and creatively within a given style, incorporating given features.
- To compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- To constructively critique their own and others' work, using musical vocabulary.

#### Performing

- To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- To perform with accuracy and fluency from

		<p>graphic and staff notation and from their own notation.</p> <ul style="list-style-type: none"> <li>To perform by following a conductor's cues and directions.</li> </ul>
<p>Knowledge</p> <ul style="list-style-type: none"> <li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!).</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</li> <li>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</li> <li>To know that the Solfa syllables represent the pitches in an octave.</li> <li>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> <li>To know that a 'theme' is a main melody in a piece of music.</li> <li>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li> <li>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> </ul>

Instrumental Schemes

## South Africa, Caribbean

### Listening

- To discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- To understand that music from different parts of the world, and different times, have different features.
- To recognise and explain the changes within a piece of music using musical vocabulary.
- To describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- To begin to show an awareness of metre.
- To begin to use musical vocabulary when discussing improvements to their own and others' work.
- To recognise the use and development of motifs in music.
- To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- To identify common features between different genres, styles and traditions of music.

### Composing

- To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- To suggest and implement improvements to their own work, using musical vocabulary.
- To begin to improvise musically within a given style.
- To use staff notation to record rhythms and melodies.

### Performing

- To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- To perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.
- To play melody parts on tuned instruments with accuracy and control and developing instrumental technique.

### Knowledge

- To know the key features of South African Gumbo music.
- To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.
- To know the correct technique for playing tuned percussion instruments.
- To know the key features of Calypso music.
- To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.
- To be able to play tuned percussion with the correct technique.