



Boston West Academy

KS1 MUSIC



Our Curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

MUSIC Curriculum Content in KS1

- Use voice expressively 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.
- Make and combine sounds using the inter-related dimensions of music.

Conscious connections

Use learning across the curriculum as the inspiration for music teaching. Consider links to: • Art and design, looking at the culture represented within artworks and relating this to musical knowledge. • History, looking at the historical setting and exploring the musical instruments and styles of the time. • Geography, looking at the culture of music in a range of geographical locations. Physical education, looking at tempo.

Continuous provision ideas

Listen to music throughout the school day, including during: • Transitions – use music for transitions between activities. • Story-telling – keep a range of musical instruments to hand that students use to create a ‘soundtrack’ to their favourite stories or poems. • Warm-ups – for example, in PE lessons. • Calm sessions – for example, after break times. Focus on a particular style of music to listen to over time. • Display posters that use musical terminology. • Sing songs and rhymes for pleasure throughout the school day. • Provide apps and devices with music-composing functions.

Y1 MUSIC

Skills

Timbre

1. I can play long and short sounds on instruments

Pulse and Rhythm

1. I can accompany a song by playing the beat or rhythm.
2. I can begin to create rhythmic patterns.

Composition

1. I can create suitable sounds to represent pictures.
2. I can contribute and control sounds as part of a class performance.

Singing

I can use my voice in different ways such as speaking, singing or chanting

Vocabulary

Timbre, Pulse, Rhythm, composition. long and short sounds. Rhythmic patterns,

Useful resource: Charanga – Username:94117 Password:B0st0Nw3st

Choose one of the units to follow all the way through to ensure coverage. Use Glocks and recorders within the unit.

Coverage

Timbre - The quality or colour of sound that makes one voice or instrument different from another.

Pulse and Rhythm - the pulse or rhythm of the music is the beat. It's the thing that makes you tap your foot.

Composition – A musical work that has been created. (Glock/recorder/voice or untuned instruments)

Singing - Use of voice in a variety of ways.

Knowledge

I know what pulse means

I know what timbre means

I know what rock, pop and rap music sounds like.

Y2 MUSIC

skills

Pitch

1. I can decide which sound is higher out of two differently pitched sounds.
2. I can sing a melody accurately at pitch.

Tempo and dynamics

1. I understand how the tempo affects the mood in music.
2. I understand that the dynamics affects the mood in music.
3. I can play instruments and create sound effects.

Composition

1. I can make my own composition and represent this using my own symbols/pictures for each sound.

Singing

1. I can improvise making sounds with my voice.

Vocabulary

Pitch, Dynamics, Composition, Tempo, Melody, Graphic score, improvise

Useful resource: Charanga – Username:94117 Password:B0st0Nw3st

Choose one of the units to follow all the way through to ensure coverage. Use Glocks and recorders within the unit.

Coverage

Pitch – How high or low a musical sound is.

Tempo and dynamics - Tempo is the speed of the underlying beat and dynamics is the variation of loud and quiet sounds within the piece of music.

Composition - A musical work that has been created. (Glock/recorder/voice or untuned instruments)

Singing- Use of voice in a variety of ways.

Knowledge

I know what pitch means

I notice the different pitches in sounds

I know what dynamics are

I know what tempo means

KS1 Longitudinal learning—to revisit ideas and concepts to enable deeper learning

It is expected that by the end of KS1, the vast majority of students have an advancing understanding and some will have a deeper understanding.

Basic	Advancing	Deep
<p>Students experiment with sound and experience a range of effects, describing some with an emerging musical vocabulary.</p> <p>Students describe their compositions using simple terms such as 'play' and 'rest'.</p> <p>Students experiment with the apparatus and explore pitch, describing notes as lower or higher.</p> <p>Students clap rhythms that have a repeated, predictable pattern. They describe their rhythms as 'fast' or 'slow'.</p> <p>Students experiment with sound and create sounds to create an effect.</p>	<p>Students apply musical terminology to describe the rhythms, patterns and sounds they create.</p> <p>Students apply their composing skills and adapt the compositions of others, explaining their ideas.</p> <p>Students plan sequences of notes, describing the pitch as lower or higher and by naming the notes played.</p> <p>Students create a mixture of fast and slow patterns and explain how the rhythm is speeding up or slowing down. They adapt their ideas as they progress.</p> <p>Students combine and control sounds into sequences and musical patterns.</p>	<p>Students create abstract effects and give reasons for their decisions.</p> <p>Students create more complex compositions, combining instruments and varying patterns. They give reasons for their choices.</p> <p>Students create patterns of notes that rise and fall in a variety of ways. Naming the notes and describing the pitch, students give reasons for their choice of sequences. Students relate their choices to the mood they wish to set.</p> <p>Students combine short - and long - sounding claps and experiment with complex patterns. They give reasons for their choice of pattern.</p> <p>Students imaginatively combine a range of instruments with long and short sounds to convey a clear effect. Students experiment with alternative sounds and explain the reasons for their choices.</p>



Boston West Academy

KS2 MUSIC

Our Curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

MUSIC Curriculum Content in KS2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Conscious connections

Use learning across the curriculum as the inspiration for music. Particularly consider links to: • Art and design, looking at the culture represented within artworks and relating this to musical knowledge. • History, looking at the historical setting and exploring the musical instruments and styles of the time. • Geography, looking at the culture of music in a range of geographical locations. • Science, looking at sound. • Physical education, looking at tempo. • Religious education, looking at the role of music in religion. • Languages, looking at the culture and music of the countries where the language is spoken.

Continuous provision ideas

Listen to music throughout the school day, including during: • Transitions – use music for transitions between activities. • Storytelling – keep a range of musical instruments to hand that students use to create a 'soundtrack' to their favourite stories or poems. • Warm-ups – for example, in PE lessons. • Calm sessions – for example, after break times. Focus on a particular style of music to listen to over time. • Display posters that use musical terminology. • Sing songs and rhymes for pleasure throughout the school day. • Provide apps and devices with music-composing functions.

Y3 MUSIC

Skills

Pulse and Rhythm

I can recognise repeated rhythmic patterns.

I can demonstrate the difference between pulse and rhythm.

I can fit different rhythmic patterns together.

I can identify melodic phrases and play these by ear.

I can compare rhythmic accompaniments in pieces of music.

Composition

I can create sequences of sound in response to stimuli.

I can perform a repeated pattern to a steady pulse.

I can identify and perform rhythmic patterns.

Singing

I can invent lyrics to fit set rhythmic patterns

Vocabulary

Useful resource: Charanga – Username:94117 Password:B0stONw3st

Choose one of the units to follow all the way through to ensure coverage. Use Glocks and recorders within the unit.

Coverage

Pulse and Rhythm- the pulse or rhythm of the music is the beat. It's the thing that makes you tap your foot.

Composition- A musical work that has been created. (Glock/recorder/voice or un-tuned instruments)

Singing - Use of voice in a variety of ways.

Composers - a composer is someone who writes and creates a musical piece.

Knowledge

I know what a rhythmic pattern sounds like.

I know there is a difference between pulse and rhythm.

I can identify a melodic phrase and a rhythmic accompaniment

Baroque era (1600–1750) e.g S. Bach, G.F Handel, A Vivaldi.

I know what reggae music sounds like.

Y4 MUSIC

Skills

Scales

1. I can identify pentatonic scales in songs
2. I can identify scale passages in a melody
3. I can improvise simple tunes based on pentatonic scales.

Composition

1. I can select a sound or instrument to achieve an effect
2. I can create textures in music by combining sounds in different ways.

Singing

I can sing with tune and expression

Vocabulary

Useful resource: Charanga – Username:94117 Password:B0st0Nw3st

Choose one of the units to follow all the way through to ensure coverage. Use Glocks and recorders within the unit.

Coverage

Scales - A scale is a set of musical notes ordered by an increasing pitch it can be ascending or descending.

Composition-A musical work that has been created. (Glock/recorder/ voice or untuned instruments)

Singing-Use of voice in a variety of ways.

Composers - a composer is someone who writes and creates a musical piece.

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Knowledge

I know what a pentatonic scale is

I know what texture means

I know what a scale passage is

I know how combining sounds can create different textures

Classical era (1750–1820) e.g Beethoven, J Haydn, A. Mozart

Skills

Pulse and Rhythm

1. I can explore and perform a cyclic pattern.
2. I can expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material.
3. I can improvise rhythmic patterns to a steady pulse with an awareness of metre.
4. I can change metre within a piece of music.

Composition

1. I can compose a short song to my own lyrics.
2. I can play accompaniments with control and accuracy using notation as support.
3. I can explore, select, combine and exploit a range of different sounds to compose a soundscape.

Singing

I can sing a round in two or more parts and identify how these fit together.

Vocabulary

Cyclic pattern, Duration, Timbre, Pulse, Metre, Notation, Soundscape, Chord, Impvise

Useful resource: Charanga – Username:94117 Password:B0st0Nw3st

Coverage

Pulse and Rhythm - the pulse or rhythm of the music is the beat. It's the thing that makes you tap your foot.

Composition-A musical work that has been created. (Glock/recorder/voice or untuned instruments)

Singing-Use of voice in a variety of ways

Composers- a composer is someone who writes and creates a musical piece.

Knowledge

I know what a cyclic pattern is

I know what metre is

I can read basic standard notation

I know what a soundscape is

Romantic era (1820–1920) e.g F.Mendelssohn, C. Saint-Saëns, R. Strauss R. Wagner.

I know what soul and swing music sounds like.

Y6 MUSIC

Skills

Pitch

1. I can confidently describe the effect of different combinations of pitched notes using the terms: relaxed/comfortable (concord) and clashing/tense (discord).
2. I can create different sound effects using a combination of pitched sounds.

Composition

1. I can compose a short song and evaluate my work.
2. I can perform a round, identifying the melodic phrases and how these fit together, with confidence.
3. I can develop my musical ideas into completed composition
4. I can present performances effectively with awareness of audience, venue and occasion.
5. I can explore, select, combine, and exploit a range of different sounds for original composition.

Singing

1. I can sing a round in two or more parts and identify how these fit together.
2. I can sing a harmony and hold a tune.

Useful resource: Charanga – Username:94117 Password:B0st0Nw3st

Deejay –app

Coverage

Pitch – How high or low the note is.

Composition-A musical work that has been created. (Glock/recorder/ voice or untuned instruments)

Singing- Use of voice in a variety of ways

Composers- a composer is someone who writes and creates a musical piece.

Knowledge

I know what relaxed/comfortable (concord) and clashing/tense (discord) music sounds like.

Modern era e.g B.Britten,C. Debussy, G.Holtz, I. Stravinsky and H. Villa-Lobos.

I know what blues and jazz music sounds like.

Vocabulary

Concord, Discord, Cyclic Patterns, Duration, Metre, Pitched notes, Melodic Phrase.

KS2 Longitudinal learning—to revisit ideas and concepts to enable deeper learning . It is expected that by the end of Y6 the vast majority of students have an advancing understanding and some will have a deeper understanding.

Basic	Advancing	Deep
<p>Students remember the acronyms for the notes FACE and EGBDF. (Every girl, boy deserves foot-ball) They place the notes on the stave accurately. They name and match the musical notation of minim, crotchet and semibreve to the appropriate beats that they represent.</p> <p>Students match pictures of instruments to the appropriate family.</p> <p>Students use a vocabulary list to describe the works of a significant composer. They describe the style of music in simple terms, such as 'classical'. They express their likes and dislikes sometimes using musical terminology to back up their opinions.</p> <p>Students demonstrate a basic musical vocabulary and use terms with some accuracy.</p> <p>Students describe music, referring to key vocabulary prompts.</p> <p>Students use resources to look up the number of beats for each type of musical note.</p> <p>Students create musical pieces that conform to the given time signature. The pieces contain a melody line and lyrics.</p>	<p>Students apply their knowledge of musical notation by sight reading short pieces of music, naming the notes and suggesting alternative durations of notes (e.g. replacing a semibreve with four crotchets).</p> <p>Students compose and (via the app) perform their compositions. They evaluate their own and others' compositions using appropriate musical terminology.</p> <p>Students use and apply their growing musical vocabulary to describe the music of a significant composer.</p> <p>Students show fluency in using musical terminology in a range of contexts.</p> <p>Students describe music by applying their knowledge of musical terminology.</p> <p>They refer to the cultural context of the music to demonstrate a good understanding of its significance.</p> <p>Students display a good understanding of musical notation and are fluent in applying this to a range of questions. Students have a sound understanding of the notion of a time signature.</p> <p>Students create structured musical pieces that incorporate a range of dynamics. They compose, record and edit their pieces using appropriate apps.</p>	<p>Students create teaching diagrams showing the relationship between the numbers of beats each note represents. They use this relationship to explain the timings of short pieces of music.</p> <p>Students continually evaluate their compositions as they progress and give reasons for their final piece using an excellent understanding of musical terminology.</p> <p>Students imaginatively describe the music of significant composers, skilfully combining musical terminology with a range of expressive phrases gained through extensive reading around the composer's work.</p> <p>Students apply their understanding of musical vocabulary to a range of contexts.</p> <p>Students express clear opinions on the music they listen to and are adept at justifying their position using precise musical terminology.</p> <p>Students show an excellent understanding of musical notation as shown by their references to equivalent fractions and in their understanding of proportion (e.g. showing how a crotchet is one quarter of a semibreve in 4/4 time). Students have a good understanding of the meaning of time signatures.</p> <p>Students show an excellent understanding of musical composition as shown in the imaginative use of melody, rhythm and chords. They give reasons for their choices in relation to the intention of the music.</p>