

Langham Village School Music Curriculum

Key Skills and Knowledge Progression

Key Stage 2

Music is delivered through a spiral curriculum. Pupils continually revisit musical concepts with added depth and application of skill and knowledge, building incremental progress overtime				
	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a wide range of unison songs of varying styles and structures from memory</p> <p>Sing tunefully, clearly and with expression and understanding, showing more accuracy of pitch and awareness of melodic shape.</p> <p>Perform forté and piano.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing 2-part rounds</p> <p>Perform as a choir in school assemblies.</p>	<p>Sing a wide range of unison songs of varying styles and structures from memory</p> <p>Perform with control over the voices and awareness of others, taking direction from a conductor, reflecting changes of tempi, dynamics, mood and character of the song</p> <p>Sing a simple 2- and 3-part songs, introducing harmony</p> <p>Sing confidently as part of a small group or solo, being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p> <p>Perform as a choir in school assemblies.</p>	<p>Sing a broad range of songs confidently with a sense of ensemble and performance.</p> <p>Sing major and minor songs demonstrating different moods</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Sing with accurate pitching and an appropriate style</p> <p>Communicate the words of a song effectively to convey meaning.</p> <p>Perform as a choir in school assemblies.</p>	<p>Sing broad range of songs with confidence, including those that involve syncopated rhythms.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style when singing to communicate the mood.</p> <p>Sing 3- and 4- part rounds.</p> <p>Sing a song from memory with a attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> <p>Perform as a choir in school assemblies.</p>

<p>Musicianship & Performance</p>	<p><u>Classroom percussion</u></p> <ul style="list-style-type: none"> •Keep a steady beat on instrument •Maintain a rhythmic/melodic ostinato simultaneously with a different ostinato or steady beat •Use tuned percussion with increasing confidence •Copy a short melodic phrase on a tuned instrument which move in steps with accuracy, at different speeds (allegro & adagio) •Follow simple hand directions from a leader •Play tuned percussion or a melodic instruments following staff notation using up to three notes as a whole class or in small groups. •Use notes C, D, E, G & A as the pentatonic scale on the chime bars <p><u>Learn the recorder for a minimum of one term.</u></p> <ul style="list-style-type: none"> •Introduce the stave, lines and spaces, bar lines, double bar lines, the treble clef and time signature. •Play and recognise G, A and B on the stave using the recorder. •Introduce crotchets, minims, quavers. •Apply word chants to rhythms, understanding how to link each syllable to one note. •Understand the musical terms: pulse, rhythm, pitch and dynamics. •Experience the metre in 2 and 3. 	<p><u>Classroom percussion</u></p> <ul style="list-style-type: none"> •Maintain two or more ostinato patterns within a group. •Play music including rests •Use tuned percussion with increasing confidence to accompany songs •Follow simple hand directions from a leader, stopping/starting, faster/slower and louder/quieter <p><u>Learn the recorder for a minimum of one term.</u></p> <ul style="list-style-type: none"> •Recognise G, A, B, C and D on the stave •Understand the symbols for crotchet, minims, quavers, semibreves and their rests and be able to explain how many beats they represent. •Follow simple rhythmic scores to a steady beat. •Maintain individual parts accurately within a texture. •Improve basic skills on recorder over a sustained period of learning including articulation and dynamic/breath control. <p><u>Both</u></p> <ul style="list-style-type: none"> •Play by ear - find known phrases •know the meaning of and use in performance: crescendo/ diminuendo, legato/staccato. 	<p><u>Classroom percussion</u></p> <ul style="list-style-type: none"> • Continue to play by ear on pitched instruments, extending the length of phrases. • Understand the symbols for crotchet, minims, quavers, semibreves and their rests and be able to explain how many beats they represent. <p><u>Learn the ukulele for at least 1 term.</u></p> <ul style="list-style-type: none"> • Read and perform tablature and chord symbols • Recognise the difference between major and minor chords. • Understand how chords are formed and play them on the ukulele • Learn and understand the difference between strumming and picking • Have an understanding and opportunity to play the chords C, A minor, F and G7 chords. • Develop the basic skills of ukulele playing over a sustained learning period. <p><u>Both</u></p> <ul style="list-style-type: none"> • Discuss what went well with a performance and what could have been better. • Understand what makes a good performance. 	<p><u>Classroom percussion</u></p> <ul style="list-style-type: none"> •Read and play with confidence from conventional or graphic notation •Perform with sensitivity to different dynamics. •Maintain own part on a pitched instrument in a small ensemble. •Understand the symbols for crotchet, minims, quavers, semibreves and their rests and be able to explain how many beats they represent. •Play with traditional notation with confidence and make decisions with a range of dynamics <p><u>Learn the ukulele for at least 1 term.</u></p> <ul style="list-style-type: none"> •Read and perform tablature and chord symbols •Recognise the difference between major and minor chords. •Understand how chords are formed and play them on the ukulele •Learn and understand the difference between strumming and picking •Be confident playing the chords C, A minor, F and G7 chords. <p><u>Both</u></p> <ul style="list-style-type: none"> •Maintain a rhythmic or melodic accompaniment to a song •Record performance to demonstrate progress •Understand what makes a good performance.
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<p>Listening</p>	<p>Begin to recognise and describe changes in tempo and timbre.</p> <p>Listen to the instrumentation and style of the music.</p> <p>Identify:</p> <ul style="list-style-type: none"> • A steady beat • A specific rhythm or event • The speed (tempo) • The volume (dynamics) • The melody • Familiar instruments • Form/Structure 	<p>Recognise the style of music and important musical features of the style and musical vocabulary to describe what is heard.</p> <p>When describing a piece of music, use the terms confidently:</p> <ul style="list-style-type: none"> • pulse • metre • tempo • rhythm • pitch • dynamics • timbre <p>Identify 3- and 4-time (metre) by clapping on the first beat</p> <p>Describe the texture and structure of the music using musical terms:</p> <p>Identify and describe musical instruments with a piece of music.</p> <p>Identify major and minor tonality.</p> <p>Identify and describe instruments within a piece of music.</p>	<p>Recognise the style of music and important musical features of the style and musical vocabulary to describe what is heard.</p> <p>When describing a piece of music, use the terms confidently:</p> <ul style="list-style-type: none"> • pulse • metre • tempo • rhythm • pitch • dynamics • timbre <p>Identify the metre of music - 2-, 3-, 4-, 5- time.</p> <p>Understand what a musical introduction is and its purpose.</p> <p>Compare 2 songs in the same style</p> <p>Discuss the message of a song</p>	<p>Identify how techniques and effects are made on instruments. Eg pizzicato, tremolo, glissando, legato and staccato.</p> <p>When describing a piece of music, use the terms confidently:</p> <ul style="list-style-type: none"> • pulse • metre • tempo • rhythm • pitch • dynamics • timbre • <p>Distinguish differences in timbre/ texture between a wide variety of instruments.</p> <p>Compare two pieces of instrumental music from different countries/times and discuss similarities and differences.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Understand the purpose of a musical intro and outro.</p> <p>Use musical language to discuss music from a variety go different of traditions, cultures and sources.</p>
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<p>Composing & Improvising</p>	<p>Small groups: Compose in response to different stimuli (eg stories/poetry/images) to create mood</p> <p>Compose song accompaniments using percussion using known rhythms and note values (crotchets and minims)</p> <p>Combine rhythmic notation with note letter names.</p> <p>Help to plan and create at least one simple melody using three notes and dot notation to show higher and lower pitches</p> <p>Use symbols to represent sound (graphic/traditional notation)</p> <p>Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Improvise 2 bars of music using voices, tuned, untuned percussion over one to three notes. Link these together to create musical forms: ABA/AABA etc</p>	<p>Small groups: Compose music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Compose a rhythmic ostinato/drone to accompany as song</p> <p>Combine rhythmic notation with note letter names to create short pentatonic phrases.</p> <p>Create sequences of 2-, 3-, and 4-beat phrases using known note values (minim, crotchet, paired quavers)</p> <p>Include legato (smooth) and staccato (detached) within compositions.</p> <p>Use rhythmic notation or stick notation to capture and record compositions.</p> <p>Create music with a recognisable structure</p> <p>Improvise using voices, tuned and untuned percussion using up to 3 notes.</p>	<p>Small groups and pairs: Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.</p> <p>Work in pairs to compose a short ternary piece (A-B-A)</p> <p>Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song.</p> <p>Compose music that reflects given intentions:descriptive music/rap/a melody with an ostinato pattern.</p> <p>Experiment with a wider range of dynamics.</p> <p>Refine compositions after discussion</p> <p>Record the composition using time signatures, staff notation, or technology.</p> <p>Improvise using voices, tuned, untied percussion using up to 3 notes. Possibly over a drone or groove.</p>	<p>Small groups and pairs: Create own simple songs reflecting the meaning of the words.</p> <p>Compose music that reflects given intentions</p> <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic (C,D,E,G & A) scale, and use notation to record.</p> <p>Refine compositions after discussion</p> <p>Improvise an extended melody beyond 8 beats over a drone or fixed groove.</p> <p>Structure compositions in Ternary (A-B-A), AABA, or Rondo (A-B-A-C-A) form.</p> <p>Use ICT to record, sample, sequence, loop and manipulate soudscapes/compositions.</p>
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Vocabulary	<p>Steady beat Rhythm Ostinato Phrase Repetition Musical symbols</p> <p>Duration Texture Tempo Dynamics Structure - beginning, middle, repetition Pitch Timbre</p>	<p>Ostinato Drone Repetition Metre Rest Leap Phrase Melody Pentatonic Tuned percussion Untuned percussion</p> <p>Duration Metre Texture Tempo Dynamics Structure - beginning, middle, repetition, verse chorus call & response. Pitch Timbre</p>	<p>Rhythm Phrase Melody Harmony Ostinato Metre Repetition Scale Accompaniment Style Expression Record ICT</p> <p>Duration Pitch Texture Timbre Dynamics Structure Tempo</p>	<p>Rhythm Phrase Melody Harmony Ostinato Metre Repetition Scale Accompaniment Style Expression Record ICT</p> <p>Duration Pitch Texture Timbre Dynamics Structure Tempo</p>
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Songs from Model Music Curriculum

Songs to be sung throughout Key Stage 2.
These are supplemented with further songs from the curriculum topics

Year 3	Year 4	Year 5	Year 6
Autumn <ul style="list-style-type: none"> • To Stop the Train - Flying Around • Shadow - Singing Sherlock 2 • Candle Light - Voiceworks 1 • Christmas carols Spring <ul style="list-style-type: none"> • Si, Si, Si - Singing Sherlock 2 • Heads and Shoulders - Up Summer <ul style="list-style-type: none"> • Skye Boat Song - Sing Up • Ally - Ally - O • Now the Sun is Shining - Junior Voice works 1 • Mirror - Singing Express 3 • Ah Poor Bird/Hey ho!/Rose - Trad 	Autumn <ul style="list-style-type: none"> • Nanuma - Trad. • Ghosts - Sing for Pleasure • Christmas carols Spring <ul style="list-style-type: none"> • Hear the Wind - Voiceworks 1 Summer <ul style="list-style-type: none"> • 	Autumn <ul style="list-style-type: none"> • Row Row Row Your Boat - Round • High Low Chickasaw • Christmas carols Spring <ul style="list-style-type: none"> • Summer <ul style="list-style-type: none"> • Are You Ready? 	Autumn <ul style="list-style-type: none"> • Senwa de Dende - Trad • Dona Nobis - SingUp! • Christmas Carol Spring <ul style="list-style-type: none"> • Hey Mr Miller • Touch the Sky - Sing Up! Summer <ul style="list-style-type: none"> • We are the Champions - Sing Up! • Be the Change - Sing Up!

Year A		
	Quartz	Jet
Autumn 1	Recorders	Ukulele 1 and Topic Songs
Autumn 2	Mary Anning the Fossil Hunter & Christmas Preparation	Ukulele 2 & Christmas Preparations
Spring 1	Different Places Similar Lives	China and Pentatonic scale
Spring 2	The Great, the bold and the brave - focus on Romans	China and Pentatonic scale
Summer 1	Out of Africa	AD900
Summer 2	Temples, Tombs and Treasures	The Great, the bold and the brave - focus on the `greeks

Year B		
	Quartz	Jet
Autumn 1	Living Together/Different Places, Similar Lives	Weather & Climate
Autumn 2	Temples, Tombs and Treasures	Ukuleles and Christmas Preparation
Spring 1	Recorders	Gershwin and music from America
Spring 2	Anglo Saxons/Recorders	Ukulele
Summer 1	Recorders	Ukulele
Summer 2	AD 900	Ukulele