

# Model Music Curriculum, EYFS & Key Stages 1 & 2

## Ormesby Village Infant and Junior Schools Federation

### **Infant School - EYFS:**

Year R

*Two groups, each receiving 15 minutes music lesson weekly*

### **Key Stage 1:**

Years 1 & 2

*40 minutes music lesson weekly*

### **Junior School – Key Stage 2**

Years 3 to 6

*1 hour music lesson weekly*

**Below defines how each key stage and year group develops their musical knowledge. An area of study that can connect with any person of any age or gender, bringing emotion and feeling, whilst helping us understand differences in culture anywhere in the world.**

**A language of its own, the magnificent world of music.**

Musicianship

Singing/Playing

Listening/Discussing

Composing/Improvising

Vocal/Instrumental Performance

### **MUSICIANSHIP**

Understanding music from every angle: pulse and beat, rhythm and pitch, melody, tempo, dynamics, timbre, structure, keys and key signatures, instruments and their families. Seeing how it all fits together like a jigsaw puzzle, to produce a variety of genre from countries all around the world.

### **SINGING/PLAYING**

**Using age appropriate repertoire, singing/playing a variety of styles and genre, in a comfortable vocal range and at a comfortable speed.**

**Warm ups** – Learning how to use the voice and exploring what it can do, keeping hydrated and without tension.

Scales and note finding on an instrument helps to have a better understanding of sound, positioning, tuning and music reading.

**Pitch** - using the voice to produce low notes and high notes and all the notes in between. Learning a variety of exercises as warm-ups, including, gliding from low to high and back to low, tongue twisters and vocal games.

**Breathing** – learning how to control your breathing to enable longer phrases to be sung, to be able to adjust dynamics, to improve tuning and be able to sing phrases expressively. The above exercises will help with this area.

**Posture** – Using a relaxed posture when singing, to enable the focus of an unforced, tuneful sound.

**Dynamics** – learning that the voice can produce sounds which are both loud and soft, without the need for shouting. Learning that dynamics bring music to life by adding emotion.

**Phrasing** – learning that the use of good breath control, touch, and use of dynamics and phrasing, adds interest to the music.

**Context** – understanding the meaning behind the song/music, helps us to understand how the song is to be performed.

### **LISTENING/DISCUSSING**

Listening to music gives pupils a greater understanding of how music is constructed and how it can make you feel, whilst helping to develop other areas of activity, such as composing and performing. Listening and discussing a broad range of music, instruments and their families, helps pupils to understand the world and its many traditions and cultures, whilst encouraging an open mind. Studying music genres from as early as Operetta and Music Hall, through the Baroque, Classical, and Romantic periods, up to 20<sup>th</sup> and 21<sup>st</sup> Century. With musical styles such as Traditional, Folk, Film, Musical Theatre, Reggae, Rock n Roll, Jazz, orchestral, Reggae, Soul, R & B, Pop, folk, disco, Classical, Rock, Gospel, Romantic, Choral, Funk, Electronic Dance music and Salsa, from countries such as Africa, India, Argentina, Brazil and England.

### **COMPOSING/IMPROVISING**

Composing gives pupils an opportunity to be creative in their own unique way, making a start with four bars, and over time developing and creating short pieces of music. Listening to a range of music styles and genres, along with the practice of recall, helps melodic shaping and rhythmic pattern sections of composition. Using both untuned and tuned instruments.

### **VOCAL/INSTRUMENTAL PERFORMANCE**

Creating opportunities to perform plays a vital role in music. It helps to develop a sense of confidence and respect fellow performers, whilst engaging with the audience. The programme should be put together with the aim of keeping the audience attention throughout. Discuss performances with pupils, asking for their feedback, and always work to promote pupil's interest in achieving a successful performance.

## **SINGING/PLAYING**

### *Key stage 1:*

Learning to warm the voice

Beginning the journey of recognition into varying styles of music, such as singing, rapping, rhyming and chanting.

Demonstrating good singing posture

Learning that breath control is important and why

Learning songs from memory

Singing with and without accompaniment

Working with call and response melodic patterns, using intervals of up to a fifth and an octave

Singing in groups

Learning about pitch

Understanding that tempo can change

Knowledge that dynamics have an affect on a song

Learning there can be verse and chorus

Adding movement to a song

Aiming for accurate pitch

Learning about syllables and how sounds match up with them

### *Key stage 2:*

#### **YEAR 3**

Also...

Performing actions with confidence

Singing as a choir in school assemblies

Learning that facial expression plays an important role when singing a song

Singing and applying the use of dynamics, and knowledge of musical terms such as forte and piano

#### **YEAR 4**

Also...

Singing songs in rounds

Singing with clear diction

Singing whilst following notation

Giving meaning to words

Copying and creating melodies

Learning about articulation

#### **YEAR 5**

Also...

Singing with different key signatures

Singing a second part

Singing with expression and attention to breathing, phrasing, dynamics, and articulation

Singing solo

#### **YEAR 6**

Also...

Identifying instrumental breaks

Singing a variety of songs which include syncopated rhythms

Leading a singing rehearsal

Singing in school assemblies and taking part in other performance opportunities to a wider audience

## **MUSICIANSHIP**

*Key stage 1:*

### **YEAR 1**

Moving the body in time with the beat through dance and movement  
Use body percussion and classroom percussion instruments  
Play repeated patterns on tuned instruments  
Perform copycat repeating rhythms, keeping in time  
Create repeating rhythms for others to copy  
Listen to sounds of high and low pitch  
Explore percussion sounds

### **YEAR 2**

Also...  
Keeping a steady beat  
Understand that the tempo can change  
Tap, clap or walk in time to the beat  
Creating rhythms using crotchets and quavers  
Creating phrases  
Recognising the importance of syllables

*Key stage 2:*

### **YEAR 3**

Also...  
Understanding time signatures  
Introducing the stave and treble clef  
Understanding the difference between quavers and crotchets  
Linking syllables to notes

### **YEAR 4**

Also...  
Introducing minims and their rests  
Following score and reading from score

### **YEAR 5**

Also...  
Introducing semibreves and semiquavers  
Understanding time signatures in crotchet time  
Playing from score, short, rhythmic phrases  
Learning the difference between major and minor

### **YEAR 6**

Also...  
Read from score and perform in parts  
Naming notes and values from a four bar phrase  
Expanding knowledge of time signatures

## **LISTENING/DISCUSSING**

*Key stage 1:*

### **YEAR 1**

Discussing feelings created by the music

Recognising band and orchestral instruments and their families

Understanding that there are different musical styles

### **Year 2**

Also...

clapping, walking, dancing to the beat

Discussing tempo as fast or slow and dynamics as loud or soft

Discussing where the music fits into the world

Discussing the style

Recognising band/orchestral instruments and their families

*Key stage 2:*

### **YEAR 3**

Also...

Clapping, walking, dancing to the beat whilst the tempo changes

Invent different actions whilst moving in time with the music

Recognising male/female voices

Discussing the meaning of the song/music

### **YEAR 4**

Also...

Understanding the meaning of the song/music

Identifying time signatures 2 3 4

4 4 4

Discussing the structure of the music

Identifying call and response

Recognising solo instruments/singers, changes in texture, articulation of words

Identifying a main theme and when it is repeated

Identifying a major or minor key

Listening for legato/staccato playing

Discussing styles of music

### **YEAR 5**

Also...

Relating the feeling created by music to musical elements

Discuss structure: verse, chorus and bridge

Understanding what 'Rap' is

Discussing styles of the music

### **YEAR 6**

Also...

Discussing intro **and** outro

## Identifying musical elements

### COMPOSING/IMPROVISING

*Key stage 1:*

#### **YEAR 1**

Create a story, using classroom instruments

Creating musical sound affects

Recognising how graphic notation can represent sound

Use of music technology to compose using between 2 & 5 notes

Understanding that the tempo can change

Improvising and inventing copy back pitch and rhythm patterns for others to echo

#### **YEAR 2**

Also...

Understanding the difference between rhythm and pitch

Creating your own rhythm patterns using long and short notes

Creating your own pitch patterns using high notes and lower notes of between 2 – 5 notes

*Key stage 2:*

#### **YEAR 3**

Also...

Introducing time signatures 2/4 3/4 4/4

An understanding of the treble clef and awareness that there is more than one clef.

Learning that notes have names and notes and rests have values – semibreves, minims, crotchets and quavers.

Learning that notes have different names, which differ, depending where they sit on the staff, the higher the note the higher the pitch, the lower the note, the lower the pitch.

Composing using dynamics – loud and soft

#### **YEAR 4**

Also...

Increased knowledge of note and rest values – dotted crotchets and semiquavers

Composing and improvising using both major and minor keys

Deeper dynamic awareness – crescendo and decrescendo

Using technology to change and combine sounds

Composing, using up to 7 notes

#### **YEAR 5**

Also...

Deeper dynamic awareness – ff pp mf mp

Introducing articulation – use of legato/staccato

Thinking about the structure

Adding an accompaniment to a tune

Understanding how chords are structured and using chords I IV V

Understanding sharps, flats and naturals

Learning that music has a key, which is reflected by its key signature

Increased knowledge of note and rest values – dotted minims, dotted crotchets, dotted quavers and triplet quavers

Learning that music can be in a major or minor key

Introducing the 2/2 3/2 4/2 time signatures

#### **YEAR 6**

Also...

The use of repeats

A better understanding of time signatures, introducing 3/8 - 6/8 and how grouping of notes changes

Effective use of tempo at the end of a song/piece of music - rallentando

## **VOCAL/INSTRUMENTAL PERFORMANCE**

*Key stage 1:*

### **YEAR 1**

Enjoy, communicate with meaning, adding actions and a possible instrumental part.

### **YEAR 2**

Also...

Practice, rehearse and share a song from memory

Discuss why it was chosen and the difference between rehearsing and performing

*Key stage 2:*

### **YEAR 3**

Also...

Perform using notation, and including a passage of composition

Reflecting on feelings regarding performing

### **YEAR 4**

Also...

Performing with confidence

Including improvised parts, instrumental parts and composed passages.

Talking about the composer and historical and cultural context behind the songs/music.

Articulate clearly, thinking of its mood and meaning

### **YEAR 5**

Also...

Performing for an unknown audience, in smaller groups or as a class

Performing a range of repertoire, with a combination of instruments and mixed ensemble

Recording the performance and discussing how the style of music was portrayed and any weaknesses

### **YEAR 6**

Also...

Create a piece with emotion

Perform to a wider audience in solo's, small groups or choirs whilst understanding the meaning behind the music and it's cultural and historical context

Include choreography

Using good use of the space provided