



Holt Primary - Curriculum Review

Threads of Key Learning: Music

Thread	KS1	LKS2	UKS2
<p>Listen and Appraise</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ol style="list-style-type: none"> 1. Some of the musical characteristics that give the song its style, 2. The lyrics, 3. The musical dimensions used (texture, dynamics, tempo, rhythm and pitch), 4. The main sections of the song, 5. Some of the instruments they heard in the song. <p>To confidently identify and move to the pulse.</p> <p>Listen carefully and respectfully to</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs in those styles.</p> <p>To choose three or four other songs and be able to talk about: 1-5. As in LKS2, but also:</p> <ol style="list-style-type: none"> 6. The historical context of the songs. What else was going on at this time, musically and historically? <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>

	<p>To learn how songs can tell a story or describe an idea.</p>	<p>other people's thoughts about the music.</p> <p>When you talk, try to use musical words.</p> <p>Talk about the music and how it makes them feel.</p>	<p>Use musical words when talking about the songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Games	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To know that rhythms are different from the steady pulse.</p> <p>To know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Warm up: children will complete the following in relation to the main song:</p> <ol style="list-style-type: none"> 1. <i>Have Fun Finding the Pulse!</i> Find the pulse. Choose an animal and find the pulse, 2. <i>Rhythm Copy Back.</i> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat, 3. <i>Rhythm Copy Back, Your Turn.</i> Create rhythms for others to copy, 	<p>Know and be able to talk about:</p> <ol style="list-style-type: none"> 1. How pulse, rhythm and pitch work together, 2. How to find the pulse – the heartbeat of the music, 3. How to recognise the rhythm - the long and short patterns over the pulse, 4. The difference between pulse and rhythm, 5. The pitch - high and low sounds that create melodies, 6. How to keep the internal pulse, 7. How Musical Leadership can create musical ideas for the group to copy or respond to. <p>Warm up: children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. <i>Find the Pulse,</i> 2. <i>Rhythm Copy Back:</i> create your own simple rhythm patterns, 3. <i>Pitch Copy Back Using 2 Notes:</i> copy back with instruments, without then with notation, 	<p>Know and be able to talk about:</p> <ol style="list-style-type: none"> 1. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music, 2. How to keep the internal pulse, 3. How Musical Leadership can create musical ideas for the group to copy or respond to. <p>Warm up: children will complete the following in relation to the main song, using three notes:</p> <ol style="list-style-type: none"> 1. <i>Find the pulse,</i> 2. <i>Lead the class by inventing rhythms for others to copy back,</i> 3. <i>Copy back two-note riffs by ear and with notation,</i> 4. <i>Question and Answer using two different notes.</i>

	<p>4. <i>Pitch Copy Back and Vocal Warm-up 1</i>: Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat,</p> <p>5. <i>Pitch Copy Back and Vocal Warm-up 2</i>: Listen and sing back.</p>	4. <i>Pitch Copy Back and Vocal Warm-ups</i>	
Singing	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know why we need to warm up our voices.</p> <p>To know that voices sing notes of different pitches (high and low).</p> <p>To know that they can make different types of sounds with their voices – e.g.</p>	<p>To know and confidently sing five songs and their parts from memory.</p> <p>To know and be able to talk about:</p> <ol style="list-style-type: none"> singing in a group can be called a choir; the choir or group follow a leader or conductor, songs can make you feel different things e.g. happy, energetic or sad, singing as part of an ensemble or large group is fun, but that you must listen to each other, <p>To know about texture: how a solo singer makes a thinner texture than a large group.</p> <p>To know why you must warm up your voice.</p> <p>To sing in unison and in simple two-parts.</p> <p>To sing with:</p> <ol style="list-style-type: none"> demonstration of good posture; following a leader; 	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and be able to talk about:</p> <ol style="list-style-type: none"> its main features; singing in unison, the solo, lead vocal, backing vocals or rapping; to know what the song is about and the meaning of the lyrics; know and explain the importance of warming up your voice. <p>To sing in unison and to sing backing vocals.</p> <p>To sing with:</p> <ol style="list-style-type: none"> demonstration of good posture;

	<p>you can rap (spoken word with rhythm).</p> <p>To know how to find a comfortable singing position.</p> <p>To know how to start and stop singing when following a leader.</p>	<p>3. enjoyment when singing solo; 4. an awareness of being 'in tune'; 5. the ability to rejoin the song if lost; 6. listening to the group when singing.</p>	<p>2. following a leader;</p> <p>3. experience of rapping and solo singing;</p> <p>4. an ability to listen to each other and be aware of how you fit into the group;</p> <p>5. an awareness of being 'in tune'.</p>
Playing	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about:</p> <p>1. the instruments used in class (a glockenspiel, recorder or xylophone);</p> <p>2. other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>To know and be able to talk about:</p> <p>1. different ways of writing music down;</p> <p>2. the notes C, D, E, F, G, A, B, C on the treble stave;</p> <p>3. the instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To play a musical instrument with the correct technique within the context of the song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the song.</p> <p>To listen to and follow musical instructions from a leader.</p>

			To lead a rehearsal session
Improvisation	<p>Improvisation is making up your own tunes on the spot - it has never been heard before. It is not written down and belongs to them.</p> <p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise a response; 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>To know and be able to talk about improvisation:</p> <ol style="list-style-type: none"> 1. It is making up your own tunes on the spot; 2. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; 3. To know that using one or two notes confidently is better than using five; 4. To know that if you improvise using the notes you are given, you cannot make a mistake; 5. To know that you can use some of the riffs you have heard in your improvisations. 	<p>To know and be able to talk about improvisation:</p> <ol style="list-style-type: none"> 1. It is making up your own tunes on the spot; 2. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; 3. To know that using one, two or three notes confidently is better than using five; 4. To know that if you improvise using the notes you are given, you cannot make a mistake; 5. To know that you can use some of the riffs and licks you have learnt in your improvisations; 6. To know three well-known improvising musicians.
Composition	<p>Composing is like writing a story with music. Everyone can compose.</p> <p>Help create three simple melodies using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>To know and be able to talk about:</p> <ol style="list-style-type: none"> 1. A composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends; 2. Different ways of recording compositions (letter names, symbols, audio etc.); 3. Help create at least one simple melody using one, three or all five different notes; 4. Plan and create a section of music that can be performed within the context of the song; 	<p>To know and be able to talk about:</p> <ol style="list-style-type: none"> 1. How a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends; 2. How a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure; 3. How notation recognises the connection between sound and symbol; 4. How to create simple melodies using up to five different notes and simple

		<p>5. How it was created;</p> <p>6. How to reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo;</p> <p>7. How to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>rhythms that work musically with the style of the song;</p> <p>5. How to explain the keynote or home note and the structure of the melody;</p> <p>6. How to reflect upon the developing composition and make musical decisions about how the melody connects with the song;</p> <p>6. How to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Performance	<p>Know that a performance is sharing music with an audience.</p> <p>Know that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>Know that an audience can include your parents and friends.</p> <p>Choose a song they have learnt and perform it.</p> <p>Add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>To know and be able to talk about:</p> <ol style="list-style-type: none"> 1. How performing is sharing music with an audience; 2. How a performance doesn't have to be a drama! It can be to one person or to each other; 3. How you need to know and have planned everything that will be performed; 4. How you must sing or rap the words clearly and play with confidence; 5. How performance can be a special occasion and involve an audience including people you don't know; 6. How it is planned and different for each occasion; 7. How it involves communicating feelings, thoughts and ideas about the song/music; 8. How to choose what to perform and create a programme; 	<p>To know and be able to talk about:</p> <ol style="list-style-type: none"> 1. How performing is sharing music with an audience with belief; 2. How a performance doesn't have to be a drama! It can be to one person or to each other; 3. How everything that will be performed must be planned and learned; 4. How you must sing or rap the words clearly and play with confidence; 5. How a performance can be a special occasion and involve an audience including people you don't know; 6. How it is planned and different for each occasion; 7. How a performance involves communicating ideas, thoughts and feelings about the song/music; 8. How to choose what to perform and create a programme;

		<p>9. How to present a musical performance designed to capture the audience;</p> <p>10. How to communicate the meaning of the words and clearly articulate them;</p> <p>11. How to talk about the best place to be when performing and how to stand or sit;</p> <p>12. How to record the performance and say how they were feeling, what they were pleased with, what they would change and why.</p>	<p>9. How to communicate the meaning of the words and clearly articulate them;</p> <p>10. How to talk about the venue and how to use it to best effect;</p> <p>11. How to record the performance and compare it to a previous performance;</p> <p>12. How to discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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