

King's Court First School – Music – KS1 and KS2

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KS1 Music	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts	
	Chris Quigley:		Key Stage 1: <ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Playing 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. 			
Milestone 1	To perform		<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch 			
	To compose		<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds long and sort, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 			
	To transcribe		<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 			
	To describe music		<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 			
	1A – Exploring sound	1B – Celebration music	2A – Music and movement	2B – Musical stories	3A - Transport	3B – Big band
Early learning goals	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Think about the perspectives of others.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Learn new vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Learn rhymes, poems and songs</p>
EY	<p>Vocal sounds: To explore using voices to make a variety of sounds.</p> <p>Body sounds: To explore how to use our bodies to make sounds.</p> <p>Instrumental sounds: To explore the sounds of different instruments.</p> <p>Environmental sounds: To identify sounds in the environment.</p> <p>Nature sounds: To use voices to imitate sounds.</p>	<p>Diwali sounds: To learn about music.</p> <p>Hanukah music: To learn the names of traditional Jewish musical instruments.</p> <p>Kwanzaa music: To take part in a traditional call and response song.</p> <p>Christmas music: To learn about Christmas.</p> <p>Christmas action songs: To suggest actions for a song.</p>	<p>Action songs: To understand why songs have actions.</p> <p>Finding the beat: To explore beat through body movement.</p> <p>Explore tempo: To explore music.</p> <p>Exploring pitch and tempo through dance: To explore pitch and tempo with scarf dancing.</p> <p>Music and movement: To perform action songs.</p>	<p>Moving to music: To listen to the melody and lyrics.</p> <p>Storytelling with actions: To use actions to retell a story.</p> <p>Using instruments to represent actions: To learn how instruments can represent an action.</p> <p>Musical story composition: To create a musical story based upon a routine.</p> <p>Musical story performance: To use movement.</p>	<p>Exploring different types of transport: To explore creating sound effects.</p> <p>Trains: To explore making sounds at different speeds.</p> <p>Boats: To explore moving to different tempos.</p> <p>Cars: To interpret symbols.</p> <p>Transport journey: To explore a score.</p>	<p>What makes an instrument? To discuss what makes an instrument.</p> <p>Orchestra: To learn about an orchestra.</p> <p>Follow the beat: To look at a beat.</p> <p>Tuned instruments: To experiment with music.</p> <p>Big band: To choose instruments.</p>
Year 1	1A – Pulse and rhythm	1B – Tempo	2A – Dynamics	2B – Sound patterns	3A – Pitch and tempo	3B -Musical sounds
	All about me	Snail and the mouse	Seaside	Fairy tales	Superheroes	Under the sea
	<p>My favourite things: To use my voice to make music.</p> <p>You've got a friend: To clap and play in time to music.</p> <p>Dance, dance, dance: To play rhythms on an instrument.</p> <p>Happy: To listen to patterns.</p> <p>Practice makes perfect: To understand pulse.</p>	<p>Snail and mouse: To explore voices.</p> <p>Exploring rhyme with snail and mouse: To practise rhyme using fast and slow beats.</p> <p>Singing snail and mouse: To use voices to perform a song.</p> <p>Performing snail and mouse: To use different voices to perform a song</p> <p>The story of snail and mouse: To demonstrate fast and slow beats.</p>	<p>Pulse and tempo: To learn about pulse.</p> <p>Dynamics: To explain what dynamics are.</p> <p>Pitch and rhythm: To explain what pitch is.</p> <p>Texture and structure: To explain what texture is.</p> <p>Musical vocabulary: To understand musical dimensions.</p>	<p>Rhythmic patterns: To use voices.</p> <p>Starting with instruments: To select instruments.</p> <p>Rhythms: To compose and play a rhythm.</p> <p>Responding to music: To recognise music.</p> <p>Keeping the pulse: To keep the pulse.</p>	<p>High fliers: To understand pitch.</p> <p>Pitch patterns: To create a pattern.</p> <p>Faster than a speeding bullet: To understand tempo.</p> <p>Superhero tune: To produce a theme tune.</p> <p>Final performance: To perform music.</p>	<p>Body sounds: To understand that music can represent an environment.</p> <p>Embodying the sea: To understand how music changes the environment.</p> <p>Musical treasure hunt: To select instruments.</p> <p>Seaside story: To recognise dynamics.</p> <p>Seaside: To perform with music.</p>
Year 2	1A – West African call and response	1B – Instruments	2A – Singing	2B – Dynamics	3A – Structure	3B – Pitch
	Animals	Storytelling	Island	Space	Myths and legends	Musical me
	<p>Going on safari: To create sequences of sound.</p> <p>Rhythmic safari: To copy a rhythm.</p> <p>Call and response: To learn a song from Ghana.</p> <p>Rhythm: To create rhythms.</p> <p>The safari: To explore dynamics.</p>	<p>The Three Bears: To listen to an orchestra version of Goldilocks and the Three Bears.</p> <p>The Snow Queen: To listen to a musical version.</p> <p>Red Riding Hood: To select the sounds.</p> <p>Jack and the Beanstalk: To write a playscript.</p> <p>Storytellers: To perform a script.</p>	<p>Once a man fell in a well: To play an instrument.</p> <p>Dynamics: To choose dynamics for music.</p> <p>Melody: To play melodies in a group.</p> <p>Own melody: To use letter notation.</p> <p>Group composition: To use dynamics.</p>	<p>Space soundtrack: To create a soundscape.</p> <p>Listening to space: To listen to dimensions of music.</p> <p>Comparing planets: To compare music.</p> <p>Planet motif: To play sequences.</p> <p>Journey to space: To perform music as a group.</p>	<p>Seaside sounds: To learn about music.</p> <p>Countryside sounds: To play music.</p> <p>Sounds of the city: To play music as a group.</p> <p>Soundscape: To compose music.</p> <p>Journey through Britain: To evaluate music.</p>	<p>Rhythm: To produce a rhythm.</p> <p>Structure: To show structure as a group.</p> <p>Layering: To compose a music version.</p> <p>Composition: To compose music.</p> <p>Perform: To perform a music version.</p>

KS2 Music	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts	
	Chris Quigley:		Key Stage 2: <ul style="list-style-type: none"> 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 o 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 musicals and composers. Develop an understanding of the history of music. 			
Milestone 2	To perform		<ul style="list-style-type: none"> Sing from memory with accurate pitch Sing in tune Maintain a simple part within group Pronounce words within a song clearly Show control of voce Play notes on an instrument with care so that they are clear Perform with control and awareness of others 			
	To compose		<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Crate accompaniments for tunes Use drones as accompaniments Choose, order, combine and control sounds to create effect. Use digital technologies to compose pieces of music. 			
	To transcribe		<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staves. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 			
	To describe music		<ul style="list-style-type: none"> Use the terms; duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary o identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 			
Year 3	1A - Ballads	1B – Compositions Mountains	2A – Pentatonic melodies Chinese New Year	2B – Developing sing technique Vikings	3A - Jazz	3B - Tradition India
	<p>What is a ballad? To use musical vocabulary to explain a ballad.</p> <p>Performing a ballad: To explore how actions can impact performance.</p> <p>The story behind the song: To plan a musical structure inspired by a story.</p> <p>Writing lyrics: To create lyrics that match a melody.</p> <p>Singing my ballad: To show an awareness of a ballad.</p>	<p>Telling stories through music: To tell a story.</p> <p>Creating a soundscape: To create a soundscape using percussion.</p> <p>Story sound effects: To create a range of sounds to accompany a story.</p> <p>Adding rhythm: To compose a rhythm.</p> <p>Musical: To compose a melody.</p>	<p>Dragon dance: To learn about the music used to celebrate Chinese New Year.</p> <p>Pentatonic scale: To play a scale.</p> <p>Letter notation: To perform a melody.</p> <p>Enter the dragon: To perform in a group.</p> <p>Final performance: To perform music.</p>	<p>Here comes the Vikings: To sing in time with others.</p> <p>Sing like a Viking: To sing in time.</p> <p>Viking notation: To recognise rhythmic notation.</p> <p>Viking battle: To use rhythmic notation.</p> <p>Perform like a Viking: To perform music.</p>	<p>Ragtime: To clap a syncopated rhythm.</p> <p>Traditional jazz: To improvise music.</p> <p>Scat singing: To scat in format.</p> <p>Jazz motif: To produce jazz music.</p> <p>Swung rhythms: To adapt music.</p>	<p>Introduce traditional music: To form an opinion.</p> <p>Playing a rag: To improvise music.</p> <p>Adding a drone: To play music.</p> <p>Explore tal: To incorporate music.</p> <p>Performing Anile vaa: To perform music.</p>
Year 4	1A – Percussion Rainforest	1B – Rock and roll	2A – Pitch and dynamics Rivers	2B – Performance Hanami festival	3A – Samba South America	3B – Motif Roman
	<p>Raindrops: To identify raindrops.</p> <p>Percussion: To explore percussion.</p> <p>The rhythm of the forest floor: To produce rhythms.</p> <p>The loopy place: To make tunes.</p> <p>Sounds: To compose music.</p>	<p>Hand jive: To understand the history of rock and roll.</p> <p>Rock around the clock: To perform music.</p> <p>Bass: To play music with a group.</p> <p>Perform bass: To play bass.</p> <p>Performance: To play music.</p>	<p>The singing river: To sing in two parts</p> <p>The listening river: To recognise of dimensions of music.</p> <p>The repeating river: To play an ostinato.</p> <p>The percussive river: To make an ostinato.</p> <p>The performing river: To play music.</p>	<p>Describe blossom: To describe the festival.</p> <p>Sounds of blossom: To represent music.</p> <p>Blossom: To identify music dimensions.</p> <p>Melody: To work as a group.</p> <p>Performance: To play music.</p>	<p>Introduction: To recognise music.</p> <p>Pulse: To understand rhythm.</p> <p>Rhythms: To play rhythms with a group.</p> <p>Composing a break: To compose a rhythm.</p> <p>Performance: To perform music.</p>	<p>Here comes the Romans: To sing in tune.</p> <p>Motif: To understand dimensions.</p> <p>Composition: To compose music.</p> <p>Development: To change music.</p> <p>Performance: To perform music.</p>
Knowledge maps	Pulse West African call and response Ballads Percussions	Tempo Orchestra Compositions Rock and roll	Musical vocabulary Musical me Pentatonic melodies Pitch and dynamics	Rhythmic patterns Dynamics, tempo and motif Developing sing technique Performance	Pitch and tempo On the island Jazz Samba	Body sounds Myths and legends Tradition Motif
Breadth of study	Perform, compose, transcribe and describe	Perform, compose, transcribe and describe	Perform, compose, transcribe and describe	Perform, compose, transcribe and describe	Perform, compose, transcribe and describe	Perform, compose, transcribe and describe
Continuous provision	Musical instruments	Musical instruments	Musical instruments	Musical instruments	Musical instruments	Musical instruments
Deliberate choices	<p>Kapow scheme to ensure coverage</p> <p>Practical lessons to engage</p> <p>Elements of music repeated</p>					