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Oak Academy for KS1: KS1-2 music curriculum unit sequence | Oak National Academy

KS2; Swindon Music Specialist teaching

		EYFS	KS1; **vocabulary in bold**	LKS2; **vocabulary in bold**	UKS2; **vocabulary in bold**
Singing	**Cycle A;**	Sing in a group or on their own, increasingly matching the pitch and following the melody.	<u>Start with singing; Finding my singing voice</u> • I can use my singing voice and sing songs with my friends. • I can sing a response and know what a **call and response** song is and an **echo**. • I can create and sing a musical response. • I can play a **steady beat** on an instrument as we sing. <u>Singing together; How singing makes me feel</u> • I can do **strong and soft** singing • I know how singing softly makes me feel • I can sing stronger and feel energised • I can control **dynamic** changes in a song • I can follow a leader to change dynamics <u>Singing for performance; warming up my singing voice</u> • I know how to warm up my voice to sing and use correct **posture** and **breathing** • I can create warm-ups to help the mind, body and voice be ready to sing • I can control my voice • I can rehearse and celebrate a singing performance	• I can sing a widening range of **unison** songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. • I can perform as a choir in school assemblies. • I can sing with a growing awareness of **pulse** and control of **rhythm.** • I can begin to create different vocal effects. • I can begin to understand how mouth shapes can affect voice sounds.	• I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This includes observing **phrasing**, accurate **pitching** and appropriate style. • I can begin to have more control of **breathing, posture** and sound projection. • I can sing **three-part** rounds, beginning to have more awareness of other parts. • I can sing partner songs, beginning to have more awareness of other parts. - • I can sing songs with a **verse and a chorus**. • I can show increasing expression when singing. • I can perform a range of songs in school assemblies and in school performance opportunities.
	Cycle B;		<u>Start with singing; changing tempo and dynamics in songs</u> • I can respond to different musical moods • I can sing with character and feeling • I can change **dynamics and tempo** to change the mood and build excitement • I can follow a conductor to create a **musical mood** • I can create a convincing singing performance <u>Singing together; how singing helps us work together</u> • I can sing to achieve a task • I can sing in time together • I can sing **call and response sea shanties** • I can play the **pulse** to keep in time • I know about **rhythm and beat** and create an **ostinato** to keep in time <u>Singing for performance; adding a simple second part</u> • I can develop **pulse** and movement in time to the music • I can add body **percussion** to a song • I can build thicker **texture** with a chanted or sung **ostinato** • I can alter **dynamics** to balance part singing • I can perform **2-part** songs.	• I can continue to sing a broad range of unison songs with the range of an **octave** (do-do), pitching the voice accurately. • I can sing **rounds** and partner songs in different time signatures (2, 3 and 4 time). • I can begin to sing repertoire with small and large leaps. • I can begin to sing repertoire with a simple second part to introduce vocal **harmony.** • I can perform a range of songs in school assemblies. • I can sing with good knowledge of **pulse** and control of **rhythm**. • I can create different vocal effects. • I can understand how mouth shapes can affect voice sounds.	• I can sing a broad range of songs, including those that involve **syncopated rhythms**, as part of a choir, with a sense of ensemble and performance. This should include observing **rhythm, phrasing, accurate pitching** and appropriate style. • I can show increasing control of of **breathing, posture** and sound projection. • I can sing **three- and four- part** rounds with increasing confidence and an awareness of other parts. • I can sing partner songs with increasing confidence and an awareness of other parts. • I can show expression when singing and rehearse with others. • I can perform a range of songs as a choir in school assemblies, for school performances and to a wider audience.

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<table>
<tr><th></th><th></th><th>EYFS</th><th>KS1; vocabulary in bold</th><th>LKS2; vocabulary in bold</th><th>UKS2; vocabulary in bold</th></tr>
<tr><td>Listening</td><td></td><td>Listen attentively, move to and talk about music, expressing their feelings and responses.</td><td colspan="3">I can listen to a range of music to enrich my knowledge and understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing.

I have had opportunities to experience live music making in and out of school.

Listening skills are constantly assessed and are inherently necessary to join in with singing assembly, and every activity in every music lesson

Example questions used to assess comprehension and listening skills, linking to cross-curricular themes:
What instruments can you hear?
What is the structure/form?
What culture do you think this music originates from?
What time period do you think this music is associated with?
Comment on the rhythm/pulse/beat/tempo of the music.
What genre does this piece belong to? Can you name any other examples?
What is the historical/cultural significance of this music?
What is the intended purpose of this music?
How does this music make you feel?</td></tr>
<tr><td rowspan="2">Rhythm and structure</td><td>Cycle A;</td><td rowspan="2"></td><td><u>Compose and create; exploring and performing rhythm patterns</u>
I can sing, move and play in time to a steady pulse.
I can explore the sounds of percussion instruments, starting and stopping with a leader.
I can echo a rhythm
I can use pictures to help me play a rhythm accurately.
I can use pictures to compose a rhythm</td><td>I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
I can begin to recognise simple structures (phrases).
I can combine known rhythmic notation with letter names to create rising and playing phrases using just three notes (do, re and mi)
I can apply word chants to rhythms, understanding how to link each syllable to one musical note</td><td>I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</td></tr>
<tr><td>Cycle B;</td><td></td><td>I can recognise simple structures (phrases).
I can begin to make compositional decisions about the overall structure of improvisations
I can follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble</td><td>I can create music with multiple sections that include repetition and contrast.
I can read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</td></tr>
</table>

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Pulse and Beat	**Cycle A;**		<u>Music and movement; feeling the pulse and changing the tempo</u> • I can feel the **pulse** in different **songs and chants** and know that pulse is the heartbeat of the music • I can move to the **beat** of the music • I can describe the **tempo** of the music as **fast, slow or steady** • I can change the tempo of a song and can explain how this makes it feel different • I can hear tempo changes in a piece of music • I can use tempo changes to tell a musical story		
	Cycle B;				
Pitch and dynamics	**Cycle A ;**		<u>Compose and create; high and low melodic responses</u> • I can sing and identify **call and response** structures in chants and songs • I can read and chant **4-beat rhythms** • I can hear the different between **high and low** notes • I can compose a 4-beat rhythm and play it with a **steady pulse** • I can compose a **high-low melody** and perform this on **pitched percussion**	• I can perform **forte and piano** (loud and soft) • I can individually copy stepwise **melodic phrases** with accuracy at different speeds and extend to **question and answer phrases.**	• I can play **melodies** on **tuned percussion, melodic instruments or keyboards**, following **staff notation** written on one **stave** and using notes within the Middle C-C range. • I can read and perform pitch notation within an **octave.** • I can understand how **triads** are formed, and play them on tuned percussion, melodic instruments or keyboards. • I can perform simple, **chordal** accompaniments to familiar songs.
	Cycle B;		<u>Music and movement; symbols to represent pitch</u> • I can identify **high and low** notes and know that **melodies** have different **pitches** • I can hear and recognise high and low notes and place these on a simplified **stave** • I can identify the notes of a **3-note song and 4-note song** and place them on a **musical stave**	• I can follow directions for getting **louder (crescendo) and quieter (decrescendo).** • I can combine known **rhythmic notation** with letter names to create short **pentatonic** phrases, using a limited range of 5 pitches suitable for the instruments being learnt, and sing and play these phrases as self-standing compositions. • I can begin to understand **major and minor chords** • I can copy short **melodic phrases** including those using the pentatonic scale. • I can read and perform **pitch** notation within a small defined range.	• I can use **chord changes** as part of an improvised sequence. • I can extend improvised **melodies** beyond 8 beats over a fixed groove, creating a satisfying **melodic shape**. • I can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen • I can enhance these melodies with **rhythmic or chordal accompaniment** • I can plan and compose an **8- or 16-beat** melodic phrase using the **pentatonic** scale and incorporate **rhythmic** variety and interest. • I can further develop the skills to read and perform **pitch notation** within an octave.

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Creating, improvising and composing (including notation)	**Cycle A;**	Explore and engage in music making and dance, performing solo or in groups	[redacted]	• I can become more skilled in **improvising** (using voices, tuned and untuned percussion and instruments) • I can use **echo or question and answer** phrases to create music that has a **beginning, middle and end.** • I can **compose** in response to different stimuli eg: stories, verse, image. • I can compose song accompaniments on **untuned percussion** using known **rhythms** and **note values** • I can begin to understand the **stave, lines and spaces**, and **clef** and use **dot notation to show higher and lower pitch**. • I can begin to understand the differences between **crotchets and paired quavers.**	• I can **improvise** freely over a **drone,** developing sense of shape and character, using **tuned percussion and melodic instruments** • I can improvise over a simple groove, responding to the **beat**, creating a satisfying **melodic shape**, experiment with using a wider range of **dynamic**s, including **very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).** • I can **compose melodies** made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen • I can work with a partner to compose a short **ternary** piece • I can use **chords t**o compose music to evoke a specific atmosphere, mood or environment (e.g. La Mer by Debussy for an image of water) • I can understand the differences between **semibreves, minims, crotchets and rests, paired quavers and semiquavers.** • I can understand the differences between **2/4, 3/4, and 4/4 time signatures**. • I can capture and record creative ideas using any of the following: **graphic symbols, rhythm notation and time signatures, staff notation** and technology.

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	Cycle B;		<u>Compose and create; recording ideas and graphic score</u> • I can describe the **timbre** of instruments and understand that an **instrument's materials** affect its timbre • I can respond to music through movement and understand that timbre can help to develop a character • I can use **symbols** to write, read and play from a simple **graphic score** • I can rehearse a **rhythm** and can choose an instrument, based on its timbre to perform it on • I can read my **graphic score** and play my part in an **ABA composition.** <u>Compose and create; improvisation four notes</u> • I can read and play **do,mi,so and la** and can explore different ways to play these notes • I can **improvise** with a **call and response** structure • I can begin to play a song that uses do, mi, so and la on **pitched percussion** and within an **ABA structure** • I can read and play **rhythms** and **melodies** using simplified **notation**, keeping a **steady pulse** • I can perform an **ABA** piece, keep a steady pulse and improvising thoughtfully on do,mi,so and la notes.	• I can improvise on a limited range of **pitches** on the instrument I am now learning, making use of musical features including **smooth (legato) and detached (staccato).** • I can arrange individual **notation** cards of known note values (i.e. **minim, crotchet, crotchet rest and paired quavers**) to create **sequences** of **2, 3 or 4 beat** phrases arranged into bars. • I can explore developing knowledge of musical components by composing music to create a specific mood (e.g. creating music to accompany a short film clip. - • I can begin to capture and record creative ideas using any of the following: **graphic symbols, rhythm notation and time signatures, staff notation** and technology. • I can understand the differences between crotchets and paired quavers and then minims and rests.	• I can **notate** a **melody**. • I can **compose** a **ternary** piece using music software to create and record it, discussing now **musical contrasts** are achieved. • I can play a melody following **staff notation** written on one **stave** and using notes within an **octave** range (do-do), making decisions about **dynamic** range. • I can further understand the differences between **semibreves, minims, crotchets and rests, paired quavers and semiquavers**. • I can read and play from notation a **four-bar** phrase, confidently identifying **note names and durations.** • I can accompany this same melody, and others, using **block chords or a bass line**.
Performing	**Cycle A;**		[redacted]	• I can begin to play and perform melodies following **staff notation** using a small range as a whole class or group.	• I can begin to **perform** a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • I can develop the skills of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
	Cycle B;			• I can develop basic skills of a selected musical instrument over a sustained period of time. • I can **play and perform** melodies following staff notation using a small range as a whole class or in small groups. • I can perform in two or more parts from simple notation using instruments played in a whole class teaching, identifying static and moving parts.	• I can engage with others through ensemble playing.