

Music



Year 6 - Kodaly Approach – Djembes, Ukulele, Song Writing, Performing and Recording.

Daily singing – unison, rounds and two part singing – do-do range. Solo and chorus singing – musical. Awareness of voice changes. Listening to and responding to live and recorded music - using increasingly more advanced musical vocabulary. Improvising & composing with ABA/chorus-verse-bridge structures and rhythm grids. Learn to play djembe and revise ukulele learning, learning more chords and writing own song, performing with a good sound as solo, duet & class ensemble.

Au: Djembes – learning the cultural significance of drum circles in West African music and the role of the drum master – call and response improvisation – reading and writing using rhythm grids. Different tones and styles of playing. Working as an ensemble. Music in Victorian Times – the Organ. Advent Service

Sp: Ukulele and Song Writing, performance and recording

Su: Kodaly Musicianship assessment – NYCoS Going for Bronze Assessment, Year 6 Musical.

KS3

Year 5 - Kodaly Approach Singing and Woodwind (Choice of Flute/Sax/Clarinet- Nuvo plastic instruments- this year only – catch up)

Daily singing – unison, rounds and two part singing – do-do range. Listening to and responding to live and recorded music - using increasingly more advanced musical vocabulary. Improvising & composing with ABA/ Call and Response structures. Learn to play woodwind and ukulele with a good sound performing as solo, duet & class ensemble. Sight reading from five line stave, chord symbols and tab. Continue to develop musicianship skills through a Kodaly approach to singing and instrumental learning.

Au: Woodwind, Advent Service.

Sp: Woodwind, Passion Play

Su: Ukulele – history of the instrument, 4 strings, parts of the instrument, chords – AM, F, C and G, different strum and fingerpicking patterns, reading from and writing chord symbols and tab notation. Kodaly musicianship

Year 4 - Kodaly Approach, Singing and Woodwind (Choice of Flute/Sax/Clarinet – Nuvo plastic instruments)

Daily singing - unison and round songs - preparation for two part singing – do-so range. Listening to and responding to live and recorded music - using increasing musical vocabulary. Improvising & composing with ABA structure. Learn to play woodwind with good sound performing as solo, duet & class ensemble. Reading and composing using rhythmic solfa. Reading, writing and composing using fixed treble clef and 5 line stave. Introduction of quaver rest, semiquavers (tika tika) and minims and semibreves (ta-a and ta-a-a-a)

Au: Transfer of Recorder learning to Woodwind instruments. Developing musicianship as an ensemble player.

Sp: Woodwind learning – playing in parts with increasing complexity.

Su: Dramatic Singing – Introduction to Opera - Royal Opera House

Year 3 - Kodaly Approach – Recorders and Singing

Daily singing - unison songs – do-so range. Listening to and responding to live and recorded music using simple musical vocabulary. Improvising & composing with simple AB structure. Learn to play recorder with good sound - Kodaly approach performing as solo, duet & class ensemble. Reading and composing using rhythmic solfa. Fixed and moveable clefs: reading, writing and composing using do clef, floor and hand stave and fixed treble clef and 5 line stave

Au: Introduction to recorder – transferring our song based learning to the recorder playing previously sung two note so-mi songs. Critical listening to recorder performances – expert and our own, developing good breath control, posture and respect for instruments and each other. Reading from one line stave.

Sp: New note – la on recorder – learning to play la-so-mi songs from Year 2, Sight reading from a 2 and 3 line stave. Introduction to the moveable Doh clef and floor and hand staves

Su: Reading and performing la-so mi songs on a five line stave. Introduction to the fixed treble clef. Reading and writing music using rhythmic solfa. Transfer of solfa names to letter names on the stave. Extension of notes from D, C and A (la, so mi) to D-D. Sight reading from the stave over an octave. Introduction to metre - Bar lines, time signatures, rests and other symbols.

Year 2 - Kodaly Approach – Learning through singing

Daily singing – unison two note and three note songs. Finding and developing our Singing Voice. Concepts of Beat, Rhythm & Pitch via singing. Listening to live and recorded music. Improvising and composing. Notating music through rhythm and pitch people, graphic scores, stick notation and solfa singing names, hand signs and rhythmic solfa. Playing untuned percussion. Junior Singing Squad.

Au: Practising beat and rhythm-tempo change. Presentation of concept of pitch – practising pitch - so-mi songs and games – sight reading silent signing and identifying songs – development of inner hearing – audiation.

Sp: Practice beat and rhythm. Practise pitch – so-mi-do and dynamic change.

Su: Extending solfa range to la-so-mi songs and games.

Year 1 - Kodaly Approach – Learning through singing

Daily singing – unison two note songs. Finding/developing our Singing Voice. Concepts of Beat, Rhythm and Pitch through singing. Listening to live and recorded music. Improvising and composing. Notating music through rhythm and pitch people, graphic scores and stick notation, singing names, hand signs and rhythmic solfa. Playing untuned percussion. Junior Singing Squad.

Au: Practising beat through more complex singing games in pairs. Preparing for rhythm – finding the way the words go – some beats have more than one sound.

Sp: Presentation of concept of rhythm. Practice rhythm – introduce rhythm names ta and te-te. Finding the rhythm in known songs. Human rhythm lines.

Su: Practice rhythm – introduce stick notation – graphic scores. Preparation for pitch – high, middle and low – gross actions. Solfa singing names – rhythmic solfa added to stick notation – sight singing, reordering rhythm patterns to make known songs. Composing and notating own rhythms.

EYFS

Daily singing – two note songs and games. Finding our Singing Voice. Focus on experiential musical learning through multi-sensory games, songs and activities. Critical listening – start of audiation and musicianship

Au: Experiencing the beat through multi-sensory singing games and gross motor actions. Social skills – turn taking, leading, listening, respect.

Sp: Experiencing the beat through multi-sensory singing games and fine motor actions. Walking to the beat. Experiencing pitch-high and low – gross hand actions. Developing social cognition- learning in the circle from one another.

Su: Presenting the concept of the steady beat. Practising the beat- finding the heartbeat in the music and representing it in pictorial notation, responding to changes in tempo – fast and slow – connecting the speed to how we feel. Finding our Singing Voice – pitch matching

KS2

KS1

