

An overview of how music is built into the curriculum at  
**Key Stage One and Two**

# Music at Godinton 2013-2014



Music is built into the timetable for approximately 1 hour per week for all year groups. This includes a half hour structured music lesson and a half hour singing assembly. Additional time is allocated for cross curricular links and participation in projects, workshops or whole school events (an average of an additional 10 hours per year in KS1 and 8 in KS2). In reception it forms part of the teacher directed sessions but can also be explored by the children in child initiated time. Approximately 5% of the school curriculum is devoted to music activities. Further detail of the school curriculum can be found on the curriculum pages on the school website.

## Year 6

- \* Children listen to a range of Medieval music. They analyse the structure and research instruments of the period. They compose their own music in this style.
- \* The children develop music appreciation skills through Caribbean music. They explore instruments used and moods. They sing calypso songs and create percussion accompaniments. The children take part in a steel drum workshop.
- \* The children explore aboriginal music.
- \* They learn to play the guitar and follow musical notation to play simple chords.
- \* The children use music to accompany video animations.

## Year 5

- \* The children explore rhythms in songs and sing in rounds.
- \* They play tuned and untuned percussion instruments to accompany these and create their own rhythms
- \* They analyse the structure and purpose of songs, identify melodies, lyrics, verses and choruses.
- \* The children explore African music, instruments and talking drums. They learn traditional African songs.
- \* The children learn to play the ukulele and follow musical notation.

## Year 4

- \* Children explore the music used in advertising and create their own jingles using different instruments. They perform and evaluate their work.
- \* The children explore pitch, rhythm and timbre in musical compositions.
- \* They develop singing skills, learn songs and sing in unison or in rounds.
- \* Drumming skills are extended and the children work in groups to create different drumming rhythms.
- \* Children learn to play the ukulele and follow musical notation.

## Year 3

- \* Children learn to play the recorder. They start to learn simple lettered notation, focusing initially on the notes A, B and G. They start to learn how to identify these sounds in melodies.
- \* The children explore music from other cultures. They look at Chinese music and create their own compositions on percussion instruments.
- \* They explore mood in music and talk about how different pieces make them feel. They learn how to identify different instruments in pieces of music.
- \* The children take part in a range of singing activities. They create music to accompany poems.

## Year 2

- \* The children learn how to play the ocarina. They learn simple tunes and how to follow basic notation.
- \* They explore the music of other cultures and countries including Mexico. They look at differences in timbre, tempo and dynamics.
- \* The children compose their own accompaniment on untuned percussion instruments to songs they have learnt.
- \* The children explore body percussion sounds.

## Year 1

- \* The children learn traditional songs and nursery rhymes from the past.
- \* They learn about rhythm, using their hands and claves to keep different beats in known songs.
- \* The children explore different sounds made by humans and use body percussion to accompany different songs.
- \* The children learn how to control the pitch of their voice. They explore the sounds made by different percussion instruments.
- \* The children learn songs connected with their topics.

## Year R

- The children learn songs and action rhymes and develop confidence in joining in with these.
- They explore the sounds that different instruments make.
- They practice keeping beats.