

Intent: At Kentish Town, Children are given opportunities to be actively involved in singing, listening, composing and performing music, thereby developing a sensitivity to and understanding and enjoyment of the subject. In KS1 and EYFS, children are immersed in an education that has singing and responding physically to music at its core.



Music at
Kentish Town C of E - EYFS

Key Learning

EYFS:

Acorns (Nursery) and Oak (Reception) children are taught many songs and rhymes and are taught how to listen carefully to music and sound.

They are taught why listening is important and will be encouraged to sing and dance independently. They are taught to listen intently and to clap and stamp to music and show different ways of moving to music.

Children are also taught to play instruments in small groups and as a class and are encouraged to talk about music including their own music that they have made, and about musical experiences such as concerts and other performances.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.

Enrichment:

- EYFS OAE Project
- Weekly singing assemblies
- Regular performances

Key Vocabulary:

Music, sound, song, rhyme, listen, clap, stamp, move, instrument

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Key Learning

Year 1 (Ash): Children are taught many songs and rhymes, building on their repertoire from EYFS and refining their singing voices. They are taught how to play untuned percussion in regular instrumental sessions, and are introduced to tuned percussion instruments and taught how to play simple melodies on them. They are taught how to read and perform simple rhythms.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.



Music at Kentish Town C of E - KS1

Enrichment:

KS1 OAE project,

Weekly singing assemblies

Choir

Regular performances including the nativity and other concerts in school

Key Vocabulary:

Music, sound, song, rhyme, listen, clap, stamp, move, instrument, tuned, untuned, percussion, melody, rhythm

Intent: At Kentish Town, Children are given opportunities to be actively involved in singing, listening, composing and performing music, thereby developing a sensitivity to and understanding and enjoyment of the subject. In KS1 and EYFS, children are immersed in an education that has singing and responding physically to music at its core.

Key Learning

Year 2 (Willow): Children are taught how to read and perform more complex rhythms and how to listen to music to gain understanding of the works they are engaging with. They are taught to compose their own simple melodies on tuned percussion and are encouraged to express themselves by composing with other sounds and textures. They are taught more simple and complex melodies to sing and to play on tuned percussion.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.



Music at Kentish Town C of E - KS1

Enrichment:

KS1 OAE project,

Weekly singing assemblies

Choir

Regular performances including the nativity and other concerts in school

Key Vocabulary:

Music, sound, song, rhyme, listen, clap, stamp, move, instrument, tuned, untuned, percussion, melody, rhythm, texture



Music at
Kentish Town C of E - KS1

Intent: Music at Kentish Town is highly valued, not only because of the skills it can allow children to develop but also due to the enjoyment that every child can gain from participating in it. Children are given opportunities to be actively involved in singing, listening, composing and performing thereby developing a sensitivity to and understanding and enjoyment of the subject. In KS1 and EYFS, children are immersed in an education that has singing and responding physically to music at its core. Our singing assemblies, which bring a sense of belonging and enjoyment to the children, take place at least twice a week. All of these musical activities together help the school ensure that they are reaching for the best possible musical outcomes for all of our children.

End of KS1 outcomes:

Children are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They are taught to play tuned and untuned instruments musically. Children are taught to listen with concentration and understanding to a range of high-quality live and recorded music, and are taught how to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Intent: Musical skills are developed when children are asked to compose and perform their own music, having gained more instrumental skills. By focusing on rhythm and pitch, and playing tuned and untuned instruments in lessons where the children get to put into practice the theory that they have been taught, we aim for high-quality musical outcomes. Skills are then used and developed further where children are invited to continue their instrumental lessons, and participate in singing, performing, and composition work.



Music at
Kentish Town C of E - KS2

Key Learning

Year 3 (Cedar): Children are taught more complex rhythms and begin to recognise treble clef notation. They learn the recorder and learn more about music through the learning of the instrument, such as tempo, dynamics, pitch and timbre. They are taught to compose more complex soundscapes using tuned and untuned percussion and their recorders, and are taught to improvise with 2, 3, or 4 notes. They can perform music off by heart and can read 5 notes from the stave. They are listen to a wider range of music and start to gain understanding of the history of music and where and when certain composers were composing. Children are taught how to compose using an ostinato and how to recognise the use of ostinato in music. Children continue to sing many songs.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.

Enrichment:

Weekly singing assemblies

Choir and Rock band,

Regular concerts and opportunities to perform

Additional OAE projects

Music sequencing club

Key Vocabulary:

Tempo, dynamics, pitch, timbre, improvisation, stave, composer, ostinato

Intent: Musical skills are developed when children are asked to compose and perform their own music, having gained more instrumental skills. By focusing on rhythm and pitch, and playing tuned and untuned instruments in lessons where the children get to put into practice the theory that they have been taught, we aim for high-quality musical outcomes. Skills are then used and developed further where children are invited to continue their instrumental lessons, and participate



Music at
Kentish Town C of E - KS2

Key Learning

Year 4 (Sycamore): Children continue to learn the recorder and learn more about music through their learning on the instrument, such as learning about more complex rhythms, crescendo and diminuendo, accelerando and rallentando and learning more notes on the instrument itself. They also learn about samba music and the wider context of dance music, along with the global history of dance music. They learn more about complex rhythms on the samba instruments and are more engaged in the idea of a strong pulse to pull the music together. They revisit the idea of playing loud music and soft music and are encouraged to listen for all the musical elements in the wider range of music that they study. They are taught how to use the pentatonic scale to compose a simple melody and are encourage to sing in parts, using a harmony part, and to sing more rounds.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.

Enrichment:

Weekly singing assemblies

Choir and Rock band,

Regular concerts and opportunities to perform

Additional OAE projects

Music sequencing club

Key Vocabulary:

Crescendo, diminuendo, accelerando, rallentando, samba, dance, pulse, loud, soft, scale, pentatonic, round, harmony

Intent: Musical skills are developed when children are asked to compose and perform their own music, having gained more instrumental skills. By focusing on rhythm and pitch, and playing tuned and untuned instruments in lessons where the children get to put into practice the theory that they have been taught, we aim for high-quality musical outcomes. Skills are then used and developed further where children are invited to continue their instrumental lessons, and participate in singing, performing, and composition work.



Music at
Kentish Town C of E - KS2

Key Learning

Year 5 (Chestnut): Children start the Wider Opps Program where they choose an instrument to learn over the year. They are taught yet more about the elements of music through the practical application of playing the instrument they are given. They continue to sing many songs and are taught more explicitly about more complex rhythms, such as syncopation, how to play or sing one part in music that has several parts and what impact that has on the texture, they are taught music with multiple sections and are encouraged to explore a wider range of dynamics. They are taught approximately 2 octaves of notes on their instruments.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.

Enrichment:

Weekly singing assemblies

Choir and Rock band,

Regular concerts and opportunities to perform

Additional OAE projects

Music sequencing club

Key Vocabulary:

Clarinet, saxophone, violin, cello, flute, reed, bow, string, mouthpiece, syncopation, dynamic, octave

Intent: Musical skills are developed when children are asked to compose and perform their own music, having gained more instrumental skills. By focusing on rhythm and pitch, and playing tuned and untuned instruments in lessons where the children get to put into practice the theory that they have been taught, we aim for high-quality musical outcomes. Skills are then used and developed further where children are invited to continue their instrumental lessons, and participate



Music at
Kentish Town C of E - KS2

Key Learning

Year 6 (Sycamore): Children are taught to play instruments in a band context, they continue to listen to a wide range of music that helps them gain more understanding of music history and are taught to write their own songs, using a firm structure. They are taught about music that is written in ternary form so that they can recognise it and compose using it, and are taught about chords, how they are used, how they are structured and how to use them themselves in their own music. They are taught to use sequencing software confidently and competently and compose their own music using Garageband software. They finish the year by putting together a performance using many of the musical skills they have gained over the years of musical input.

Weekly singing assemblies where children are taught to sing confidently and competently and with a sense of achievement, particularly when singing in harmony and in rounds.

Enrichment:

Weekly singing assemblies

Choir and Rock band,

Regular concerts and opportunities to perform

Additional OAE projects

Music sequencing club

Key Vocabulary:

Structure, form, ternary, chord, synthesiser, equaliser, Garageband, plug-in, output, sequence

Intent: Musical skills are developed when children are asked to compose and perform their own music, having gained more instrumental skills. By focusing on rhythm and pitch, and playing tuned and untuned instruments in lessons where the children get to put into practice the theory that they have been taught, we aim for high-quality musical outcomes. Skills are then used and developed further where children are invited to continue their instrumental lessons, and participate in singing, performing, and composition work.



Music at
Kentish Town C of E - KS2

End of KS2 outcomes:

Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They can improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, and they are taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They develop an understanding of the history of music.