

# National curriculum in England: Music. KS2.

## Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## *Davey&Dyer*

*Neil Davey and Jen Dyer are two of the leading proponents of Cornish traditional Celtic music. They are members of internationally acclaimed Cornish band Dalla. Between them they have toured everywhere from Sydney to New York, Tokyo to Vancouver, taking in many prestigious festivals and venues across Europe, including The Royal Albert Hall, Glastonbury, and Celtic Connections amongst UK performances. They also love to bring it all back home 'where it do belong to be' in their native Cornwall, and their performances here have taken in all the main Cornish arts festivals, and celebrated venues such as The Minack Theatre, Eden Project, The Hall for Cornwall and Carnglaze Caverns, as well as countless small Village Halls, Pubs and Harbour Days throughout their homeland. They play bouzouki, fiddle and viola, and their repertoire of Cornish Celtic music, both new and old, ranges from stonking Celtic jigs and polkas, to the exotic almost Balkan sound of some of the Cornish five-steps, as well as some hauntingly beautiful and hypnotic slower pieces.*

*"Nice, very nice. In fact the most beautiful music I've heard in a long, long time." (Ulf Kloo - Sweden)*

## Aims

The national curriculum for music aims to ensure that all pupils:

perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

*Davey&Dyer's background and area of expertise is in Cornish Celtic music. We feel passionately that children living in Cornwall should know their past and understand the present strengths in Cornish identity through it's own traditional music and song. Through the year, they will listen to live performances from Davey&Dyer on bouzouki, fiddle and viola. They will listen evaluatively through identification of rhythms (to dance traditional Cornish dances too), imaginatively (by drawing images of things the tunes remind them of), and in relation to other musical genres. Through learning the ukulele, as well as using tuned and untuned percussion, children at Chacewater School will also perform as a whole class, individually and in groups both at a class level, and to wider audiences. The children also have the opportunities to play alongside Davey&Dyer.*

learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

*Through a weekly singing assembly, children at Chacewater develop their singing skills. They sing as a whole school as well as in Key Stages. The children learn to sing in parts, in canon, and with more skilled elements of dynamic and tonal development through singing a wide range of songs. The children at Chacewater sing a capella, as well as being accompanied by piano and bouzouki. They learn aurally as well as from words, and perform at Christmas, Harvest, and in the Summer Show having learned the words by heart. Chacewater School encourages individuals who wish to sing solos at key shows to put themselves forward. They are also encouraged, in upper KS2, to influence decisions on arrangements of songs for performance. Singing is also a key part of KS2 lessons, developing harmony singing, and also singing in the Cornish language.*

*Every child in KS2 has the opportunity to learn an instrument. Class lessons with ukulele are lead by Davey&Dyer. Children learn about these stringed instruments alongside their knowledge of the string family, and develop their skills through the Key Stage. Davey&Dyer are able to accompany the children as they play together learning chord patterns, chord progressions, melodies and accompaniment. They learn all the elements of playing a*

*ukulele in order to perform as a group, and to use these instruments to compose music in their own small groups.*

□ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

*Through demonstration and practice, children at Chacewater School focus on each of these elements in both singing and instrumental work. The progression of understanding about pitch, for example, begins with the understanding of the function of the pegs on the ukulele, up to where the child can hear that their ukulele is out of tune and request assistance in tuning it or even begin to tune it themselves. Davey&Dyer encourage learning by ear as well as from standard written notation. Again, the progression for most children will be detailed below, however, those that are learning instruments outside of these lessons are often able to adapt their knowledge to learning the ukulele and can progress further. With both the ukuleles and voices, the elements of music are discussed at regular intervals and developed when improving performances and creating new music.*

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year 4 and 5 2018-2019	Year 3 and 6 2018-2019
Autumn 1: Ukulele focus	Autumn 2: Singing focus
Spring 1: Ukulele focus	Spring 2: Ukulele focus
Summer 1: Ukulele focus	Summer 2: Singing focus

## Music – key stages 1 and 2

Subject content.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p><i>Identify stringed instruments and how they make their sound. Name parts of the ukulele.</i></p> <p><i>Learn to change the sound by using fingers and strumming patterns. Repeat strumming patterns on ukulele using chords of C and Am. Play as part of a whole class group.</i></p> <p><i>Compose and play music in pairs and individuals. Perform as a whole class and individually for the rest of the school.</i></p> <p><i>Sing songs as part of whole school performance by heart.</i></p>	<p><i>Repeat strumming patterns on ukulele using chords of C, Am and F. Listen for tuning of ukuleles and start to recognise tuning.</i></p> <p><i>Play as part of a whole class group, with half the class playing a melody line and half playing a chord accompaniment. Begin to learn the notes that make up the chords. Compose and play music in pairs and individuals. Perform as a whole class and individually for the rest of the school.</i></p> <p><i>Sing songs as part of whole school performance by heart.</i></p>	<p><i>Repeat strumming patterns on ukulele using chords of C, Am and F. Listen for tuning of ukuleles and start to recognise tuning.</i></p> <p><i>Play as part of a whole class group, with half the class playing a melody line and half playing a chord accompaniment on more complex tunes. Learn the notes that make up the chords and which notes sound nice when played together. Compose and play music in pairs and individuals. Perform as a whole class and individually for the rest of the school.</i></p> <p><i>Sing songs as part of whole school performance by heart. Sing in 2-part harmony.</i></p>	<p><i>Repeat strumming patterns on ukulele using chords of C, Am, F, G, and G7. Listen for tuning of ukuleles recognise when the ukulele is out of tune. Begin to be able to tune it.</i></p> <p><i>Play as part of a whole class group, with half the class playing a melody line and half playing a chord accompaniment on more complex tunes. Also, as smaller groups including compositions which create new sounds on the ukulele. Learn the notes that make up the chords and which notes sound nice when played together. Begin to understand systems behind key signatures with tones/semi-tones. Compose and play music in pairs and individuals. Perform as a whole class and individually for the rest of the school.</i></p> <p><i>Sing songs as part of whole school performance by heart. Sing in 2-part harmony.</i></p> <p><i>Make suggestions to the improvement of songs for performance with the whole school.</i></p>

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 3	Year 4	Year 5	Year 6
<p><i>Listening to music to think creatively about what images it conjures. Understanding that people all enjoy listening to different music. Copy and repeat patterns. Listening to each other in order to play together as a group.</i></p>	<p><i>Listening to music to think creatively about what images it conjures. Understanding that people all enjoy listening to different music, and make links to other music that they have listened to. Copy and repeat patterns, including changing chords. Listening to each other in order to play together as a group.</i></p>	<p><i>Listening to music to think creatively about what images it conjures, and make links to other music/patters/dynamics etc. Understanding that people all enjoy listening to different music, and make links to other music that they have listened to. Share music explaining what it is they enjoy about it. Copy and repeat patterns, including changing chords and dynamics. Listening to each other in order to play together as a group.</i></p>	<p><i>Listening to music to think creatively about what images it conjures, and make links to other music/patters/dynamics etc. Understanding that people all enjoy listening to different music, and make links to other music that they have listened to. Share music explaining what it is they enjoy about it. Copy and repeat patterns, including changing chords and dynamics. Listening to each other in order to play together as a group. Be evaluative when thinking about own music and friends in order to improve performance.</i></p>

- use and understand staff and other musical notations

Year 3	Year 4	Year 5	Year 6
<p><i>Focus on rhythm – copy and repeat using listening skills. Introduction to standard written notation: crotchet and crotchet rest. Introduction to chord boxes for ukulele chords.</i></p>	<p><i>Focus on rhythm – copy and repeat using listening skills. Standard written notation: crotchet and crotchet rest, quavers and quaver rests. Chord boxes for ukulele chords alongside melody lines.</i></p>	<p><i>Focus on pitch – copy and repeat simple patterns on instruments. Standard written notation: learning the position of notes on the stave. Beginning to place notes on the stave to create patterns, and reading simple melody lines, with support.</i></p>	<p><i>Focus on pitch – copy and repeat simple patterns on instruments. Standard written notation: learning the position of notes on the stave. Additional duration of notes: minim, semibreve. Beginning to place notes on the stave to create patterns, and reading simple melody lines, with support.</i></p>

## Evidence.

- Performance each term.

Autumn: Harvest – singing by heart

Christmas – singing by heart

Spring: Music performance for parents. Showcasing all music.  
(Hour-long performance celebrating individual music instrument lessons, groups, whole class ukulele lessons, singing.)

Summer: Summer Show – whole school performance. Singing by heart, including solos/duets. Year 6 leading.

- Progression of skills each year.
- Number of children learning an instrument outside of class lessons. (Including the number that have asked for a ukulele from parents/carers for home!)
- Involvement in music/singing projects with other schools ie) Ukulele performance at the Hall for Cornwall.

## To be developed:

- Evidence of singing.  
Record children's singing and put onto SoundCloud website (and link to school website)
- Use of technology to create music.
- Record instruments and ukulele performances.
- Involvement in community projects/music projects with other schools.