

Key Stage 2 - Music

National Curriculum

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 interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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

Autumn
R&B - Let Your Spirit Fly

Spring
Reggae - Three Little Birds

Summer
Disco - Bringing Us Together
Classical

Listen and Appraise.

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.

- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.

Games

- Find the Pulse 2. Rhythm
- Clap and say back rhythms
- Create your own simple rhythm patterns
- Copy back with instruments, without then with notation c.

Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing

Playing

- To treat instruments carefully and with respect.
- Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

Improvisation

- Take it in turns to improvise using one or two notes.

Composing

- Help create at least one simple melody using one, three or five different notes.

- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performing

- choose what to perform and create a programme.
- Communicate the meaning of the words and clearly articulate them.
- Talk about the best place to be when performing and how to stand or sit.
- Say how they are feeling about the performance and what they were pleased with what they would change and why.

Key Vocabulary

Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Edsential - String Instruments (Violin/Cello)

Listen and Appraise

- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). •
Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.

Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.

- To sing with awareness of being 'in tune'.
- To re-join the song if lost.
- To listen to the group when singing.

Playing

- To treat instruments carefully and with respect.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

Performance

- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Key Vocabulary

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality

Year 5

<u>Autumn</u> Rock (Living on a Prayer)	<u>Spring</u> Ballad (Make you feel my Love)	<u>Summer</u> Motown (Dancing in the Street) Classical
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Listen and appraise.

- To identify and move to the pulse with ease.
- To think about the message of songs.

- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel

Games

- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Singing

- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation

- Improvise using up to 3 notes

Composing

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performing

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

Key Vocabulary

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody

Year 6

<u>Autumn</u> Pop - 'Happy'	<u>Spring</u> Ballad - You've got a Friend in me	<u>Summer</u> Music and Me (Exploring/expressing our identity through music) Classical
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Listen and appraise

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical words when talking about the songs.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Games

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Singing

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

- To lead a rehearsal session.

Improvisation

- Improvise using up to 3 notes

Composing

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

Performing

- Choose what to perform and create a programme.
- Communicate the meaning of the words and clearly articulate them.
- Talk about the venue and how to use it to best effect.
- Record the performance and compare it to a previous performance.
- Discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

Key Vocabulary

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony