

KS2 National Curriculum Links

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
- 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					
<u>Term 1</u> <i>We Will Rock You</i>	<u>Term 2</u> <i>Ocarinas</i>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u> <i>Ocarinas</i>	<u>Term 6</u> <i>Earth</i>
- Sing a widening range of unison songs with varying styles, structure and pitch - Sing songs with a recognised structure (verse and chorus/call and response) - Imitate increasingly longer sung phrases with accuracy	- Understand how to play the ocarina appropriately with increasing accuracy and control - Use singing/vocal sounds to help internalise pitch and sounds - Develop breath control and techniques to support playing the ocarina	No music this term	No music this term	- Learn to play pieces with more complex rhythms - Learn to sing and play a wide repertoire of music with varying dynamics - Begin to develop an understanding of rhythmic and melodic notation	- Listen and reflect on a piece of orchestral music - Create artwork inspired by music - Compose own music using voice and tuned/untuned instruments - Consider musical elements when composing and

- Sing with an awareness of the phrases in a song - Understand that posture, breathing and diction are important - Demonstrate an awareness of character or style in performance - Follow simple hand directions from a leader - Perform with an awareness of audience - Combine musical sounds with narrative and movement - Use tuned percussion with increasing confidence - Develop an awareness of the genres of music and great musicians	- Play rhythmically on the ocarina using tonguing - Learn to read the scale of D major using ocarina musical notation - Begin to recall sounds using aural memory - Play musically step-by-step with call and response/copycat games - Develop ability to follow a conductor to a given beat - Play and perform well-known tunes successfully in solo/ensemble contexts - Create own variations of tunes to perform - Invent short 'call and response' phrases using a limited note range			- Begin to relate ocarina notation to staff notation - Develop playing an instrument with fluency and expression - Improve tunes that are already known with different effects - Compose musical ideas in response to different stimuli - Consider musical elements to create particular moods or sound effects - Evaluate and improve on group and solo performances - Play and perform using different metres and tempi	- performing short melodic or rhythmic ideas - Use simple staff notation to play pitched instruments - Consider choice of instruments for note durations - Organise and structure ideas clearly - Perform as part of an ensemble successfully, keeping in time with other musicians - Develop an awareness of conductor and audience - Learn and use musical terminology and notation appropriate to the task - Develop an understanding of the history of music
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Year 4

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u> <i>No Place Like Home</i>	<u>Term 4</u> <i>Recorders</i>	<u>Term 5</u>	<u>Term 6</u> <i>Recorders</i>
		- Listen, recall and describe sounds in our environment - Listen, collate and describe real sounds - Describe, record and begin to notate sounds - Create musical motifs both rhythmically and freely using the environment as stimulus - Order sounds into a piece with a definite structure and shape - Understand, perform and use pulse to create rhythmic ostinatos based on collected sounds - Layer and structure rhythmic ostinatos over a pulse - Create and follow a diagrammatic presentation of the music - Perform as an ensemble, using voices	- Know what a recorder is; how to look after and clean it and the different parts - Experiment with making sound using the recorder - Use the 'tu' method when playing - Use the tongue to make notes clear and consistent - Blow steadily through the mouthpiece to control the air flow - Listen carefully to a rhythm and clap in the correct time - Play and recognise the notes B, A and G. - Play notes in time with a given rhythm and awareness of rests - Recognise the notes B, A and G on sheet music - Begin to correctly play some simple tunes using		- Experiment with making different sound effects using the recorder - Use tonguing technique to make my notes clear and consistent - Develop techniques to support breath control whilst playing the recorder - Begin to learn how to change musical features such as dynamics and legato/staccato - Listen carefully to more complex rhythms and clap/sing them back in the correct time using copy and echo games - Play and recognise the notes D, E, G, A, B

		and playing instruments - Learn musical language appropriate to the task and use technical terminology in lessons	combinations of the notes B, A, G		- Play notes in time with a given rhythm - Recognise the notes D, E, G, A, B on sheet music - Move fingers smoothly when changing between notes - Begin to improvise and compose short melodic and rhythmic patterns - Combine and record known rhythmic notation with letter names - Play and perform as a soloist and successfully as an ensemble - Follow and lead conducting gestures
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Year 5

<u>Term 1</u> <i>Keyboard</i>	<u>Term 2</u> <i>Keyboard</i>	<u>Term 3</u> <i>Beethoven's 5th Symphony</i>	<u>Term 4</u> <i>Keyboard</i>	<u>Term 5</u> <i>The Firebird</i>	<u>Term 6</u> <i>Dance Music</i>
- Listen and appraise famous pianists and their music - Understand and use the correct hand positions when playing the keyboard - Play simple melodies in the right hand with good hand position and using correct finger positions - Ensure fluency in reading treble clef notation from middle C to G - Identify notes on a staff and match them to the keyboard - Recognise rhythms and distinguish between different note durations - Perform melodic and rhythmic patterns in time to a given beat - Effectively share the keyboard and	- Develop basic keyboard skills and prior knowledge - Use right hand finger positions to play a variety of well-known repertoire - Begin to develop fluency and expression when playing - Understand how to create chords using three notes and use correct finger positions - Accompany melodies using rhythmic or chordal accompaniment in both hands - Play using the right hand to different metres and tempi - Use chords to compose music to evoke a specific atmosphere, mood or environment	- Listen and describe a piece of music - Watch orchestral performances and discuss/evaluate - Identify a range of orchestral instruments, considering pitch and timbre - Create a graphic score in response to listening to Beethoven's music - Create musical motifs on tuned instruments inspired by Beethoven's rhythms - Orchestrate and structure melodically and rhythmically using varied musical elements for effect - Learn about sonata form and combine ideas into a developmental section	- Learn new right hand notes (C-C') and develop a wider range of repertoire - Begin to use changes in finger positions to support fluency when playing new notes - Identify both clefs and know most treble clef note names from memory - Use flats and sharps in more complex melodies - Develop a basic understanding of adding a left-hand part to the right - Co-ordinate right and left hand playing the keyboard together in time to a given beat - Learn more complex note values and rhythms - Develop skills of playing by ear, copying	- Listen with attention to detail and analyse Stravinsky's music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Comment on pieces of music using music terminology - Compose and perform a frozen soundscape - Choose instruments for particular sound effects and purpose - Play short melodies using correct notation	- Appreciate and evaluate different styles of music - Comment and discuss the inter-related dimensions of music - Play a simple looped rhythm from notation - Play accurately and in time as a group - Create a piece of music using pre-written loops - Develop ability to structure and layer different rhythms to fit together - Compose loops to create a remix of a song - Choose a suitable fragment of music to learn on the keyboard

communicate with my partner - Know how to change sound effects on the keyboard for a particular purpose - Perform skills to an audience and learn how to evaluate and give feedback	- Change pitch and timbre to create different effects on the keyboard - Record creative ideas using graphic symbols, rhythm notation, staff notation and technology	- Create a coda and perform a final piece to an audience - Have an awareness of audience - Use technical terminology in discussion and through compositions	longer phrases and familiar melodies - Improvise freely over a drone, developing sense of shape and character - Experiment with using a wider range of dynamics and use correct musical terminology	- Sing and play parts confidently in an ensemble - Contribute and make group decisions - Conduct and lead an ensemble for a successful performance	- Play a fragment of music along to a backbeat - Perform a remix with a clear structure including an intro and ending - Add different effects and features to enhance compositions
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Year 6

<u>Term 1</u> <i>Music Technology</i>	<u>Term 2</u> <i>Programme Music</i>	<u>Term 3</u> <i>Musical Theatre</i>	<u>Term 4</u> <i>Ternary Form</i>	<u>Term 5</u> <i>We've got Rhythm</i>	<u>Term 6</u> <i>Found Sounds</i>
- Explore how music is created and communicated - Explore the inter-related dimensions of music through the use of music technology - Experiment with and select and combine sounds - Communicate ideas and feelings through recorded compositions - Learn how to record, edit, manipulate and loop sounds using different music software - Recognise and recall different rhythmic and melodic phrases - Create compositions linked to different genres of music and choose sounds effectively - Demonstrate the ability to use	- Identify key features and elements used in programme music for a particular purpose - Compare and contrast programme music and evaluate the effectiveness and transformation of themes - Plan ideas for programme music based on musical devices used to express the story or inspiration - Compose own programme music using a visual stimulus - Create music with multiple motifs and sections which include repetition and contrast - Use music technology to record ideas for their compositions	- Understand the history of music theatre - Listen to and appraise music theatre through history - Recognise and identify features of musical theatre - Research prolific composers in musical theatre - Recognise and identify the main roles in musical theatre production - Rehearse and perform a musical theatre scene, considering the audience - Maintain fluency and rhythmic accuracy when playing instruments - Sing and play songs from musicals expressively and with confidence	- Develop a knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to, singing and playing - Listen to and appraise recorded performances - Compose contrasting tunes and accompaniments using the pentatonic scale - Structure ideas to create a piece in ternary form - Use contrasting musical elements in compositions for particular effects - Discuss how musical contrasts are achieved - Notate ideas to perform a simple score to play from	- Rehearse and perform songs with three-and four- part rounds and maintain their part in a group with a strong sense of pulse - Listen to and sing a broad range of songs with different time signatures and syncopated rhythms - Begin to understand and identify the construction of different time signatures (including 6/8) - Maintain a steady beat in a range of time signatures - Sing and play together rhythmically with a strong sense of pulse - Perform rhythms accurately in different tempos and time signatures - Reflect upon music making and identify	- Identify and understand the meaning of 'found sounds' - Discuss and comment on trailblazer Delia Derbyshire and her compositions - Compare and contrast pieces of music and identify ways in which they have been constructed - Listen and reflect on a piece of orchestral music - Develop an understanding for the history of music - Create graphic scores to compare and contrast different musical ideas - Improvise and compose music in the style of other composers with

software apps to create music - Know how to use a wide range of software features and include this successfully and with purpose in compositions - Analyse and evaluate a range of recorded music	- Record, edit and combine ideas on GarageBand - Know and use basic key features of GarageBand to produce a successful piece of programme music - Consider musical elements and orchestral colour when recording musical motifs to represent themes or characters		- Engage with others through ensemble playing, taking on melody or accompaniment roles	skills that make a successful performance - Demonstrate appropriate articulation in different styles of music - Listen to and compare music from different styles, periods and traditions - Play and perform polyrhythms accurately and expressively - Identify some characteristics of Latin American and West African music	rhythmic and melodic accuracy - Use music technology to record own 'found sounds' from around the school - Manipulate sound files using music editing software - Create rhythms and melodies from 'found sounds' using musical editing software - Use musical terminology appropriate to the task - Structure sections of music into a bigger picture
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