

## Music KS2 –Singing and performing – Year 3 Autumn Term, Year 5 Summer Term & Year 6 Summer Term

### Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. Singing and performing encourage active involvement in different forms of amateur music making, both individual and commercial, developing a sense of group identity and togetherness. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

In Year 3, all children have the opportunity to take part in a massed singing event with other local schools – Snappy Christmas.

In Year 5, all children have the opportunity to perform songs to an audience (another class/year group or else video the performance so they can watch it themselves) and receive feedback focused on accuracy, control, fluency and expression.

In Year 6, all children have the opportunity to perform to an audience in their Leavers' assembly at the end of the summer term.

### Learning

#### Prior Knowledge: Year 1

Learn and perform chants, rhythms, raps and songs  
Work and perform together with others as an ensemble or as a group singing  
Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture

#### Year 2

Play instruments using the correct technique with respect.  
Sing a song in two parts.  
Improvise a simple rhythm using different instruments including the voice.  
Practise, rehearse and present performances to audiences with a growing awareness of the people watching.  
Use voice expressively and creatively by singing songs, speaking chants and rhymes with growing confidence.  
Understand that texture describes the layers within the music.  
Use untuned classroom percussion to compose and improvise.  
Sing a song in two parts.  
Use tuned and untuned percussion to play accompaniments and tunes.

#### In Year 3 pupils are taught to:

Listen with direction to a range of high quality music  
Sing songs with multiple parts with increasing confidence  
Play and perform in solo or ensemble contexts with confidence

#### In Year 5 pupils are taught to:

Sing as part of an ensemble with increasing confidence and precision  
Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.

#### In Year 6 pupils are taught to:

Sing as part of an ensemble with full confidence and precision  
Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression

#### Related Future Learning

#### In Year 4 Pupils will be taught to:

Sing as part of an ensemble with confidence and precision  
Play and perform in solo or ensemble contexts with increasing confidence

### Key Vocabulary

#### Year 3

rhythm, pulse, pitch, melody, chants, posture, multiple parts, performance, audience, expression

#### Year 5

rhythm, pulse, pitch, melody, dynamics, mood, lyrics, vocal parts, articulation, expression, musical phrases, balance, accompaniment, posture, performance, prelude, audience, expression, tuned, untuned percussion, conductor

**Year 6**

rhythm, pulse, pitch, melody, dynamics, mood, lyrics, vocal parts, articulation, expression, musical phrases, balance, accompaniment, voice projection, posture, performance, confidence, audience

**Music KS2 – Recorders – Year 3 Spring Term, Year 4 Autumn Term, Year 5 Spring Term, Year 6 Spring Term**
**Rationale**

Being able to play an instrument, encourages active involvement in different forms of amateur music making, both individual and commercial, developing a sense of group identity and togetherness. All KS2 children learn the descant recorder. It is our aim that all KS2 children will be able to play a tuned instrument and read musical notation to some degree.

In Year 3, all children are provided with their own recorder and begin to learn to play simple tunes and associated formal notation.

In Years 4 and 5, the children continue to use their own recorder and extend their ability to play simple tunes, using a wider range of notes and associated formal notation.

In Year 6, the children continue to play their own recorder and build on their ability to play simple tunes, using a wider range of notes and associated formal notation. They also have the opportunity to compose their own simple tunes for the recorder.

**Learning**
**In Year 3 pupils are taught to:**

Begin to listen to and recall sounds with increasing aural memory  
 Develop an understanding of formal, written notation which includes crotchets and rests  
 Play and perform in solo or ensemble contexts with confidence.  
 Develop an understanding of formal, written notation which includes crotchets and rests

**In Year 4 pupils are taught to:**

Develop an understanding of formal, written notation which includes minims and quavers.  
 Listen to and recall sounds with increasing aural memory.  
 Develop an understanding of formal, written notation which includes minims and quavers.  
 Copy increasingly challenging rhythms using body percussion and tuned instruments where appropriate  
 Develop an understanding of formal, written notation which includes minims and quavers.  
 Play and perform in solo or ensemble contexts with increasing confidence  
 Develop an understanding of formal, written notation which includes minims and quavers.  
 Play and perform in solo or ensemble contexts with increasing confidence  
 Listen to and recall sounds with increasing aural memory.  
 Develop an understanding of formal, written notation which includes minims and quavers.  
 Play and perform in solo or ensemble contexts with increasing confidence  
 Listen to and recall sounds with increasing aural memory.  
 Develop an understanding of formal, written notation which includes minims and quavers.  
 Play and perform in solo or ensemble contexts with increasing confidence  
 Listen to and recall sounds with increasing aural memory.

**In Year 5 Pupils are taught to:**

Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression  
 Listen with attention to detail and recall sounds with increasing aural memory  
 Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets

**In Year 6 pupils are taught to:**

Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted minims.  
 L3 Listen with attention to detail and recall sounds with increasing aural memory and accuracy  
 L4-6 Create a simple composition and record using formal notation

**Key Vocabulary**
**Year 3**

formal written notation, crotchets, rests, solo, ensemble

**Year 4**

formal written notation, crotchets, rests, minims, quavers, solo, ensemble

**Year 5**

formal written notation, crotchets, rests, minims, quavers, solo, ensemble, staff, semibreves, dotted crotchets

**Year 6**

formal written notation, crotchets, rests, minims, quavers, solo, ensemble, staff, semibreves, dotted crotchets, dotted minims

### Music KS2 – Composition – Year 3 Summer Term, Year 5 Autumn Term & Year 6 Spring Term

#### Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. In composition lessons, children have the opportunity to explore ways in which to express themselves creatively. Children are encouraged to develop creative skills in music lessons when learning about how music can represent feelings and emotions and how these can be incorporated into their own work. Composition lessons often involve tasks which are open-ended and can have a variety of responses.

Building on composition work in previous years, children in Year 3 start to look at different ways to record their musical ideas. In Year 3, compositions will be based around the theme of ‘The Iron Man’ which is the Y3 class reader for the term.

In Year 5, children’s compositions will be based around the theme of ‘The Rainforest’ which is their science/geography topic for the term and also links to the Y5 class reader for the term – Journey to the River Sea.

In Year 6, children’s compositions will be based around their work in learning to play the recorder. It will combine what they have learned about musical notation with learning how to improvise and compose a simple tune, which can be played on a recorder, using the notes B,A,G,E,D and recording accurately on treble clef stave.

#### Learning

##### Prior Knowledge: Year 2

Improvise a simple rhythm using different instruments including the voice  
Understand that texture describes the layers within the music  
Understand that structure describes how different sections of music are ordered  
Use untuned classroom percussion to compose and improvise  
Start to understand basic musical notation  
Start to choose, organise and combine musical patterns

##### In Year 3 pupils are taught to:

Confidently recognise a range of musical instruments  
Find the pulse within the context of different songs/music with ease  
Understand that improvisation is when a composer makes up a tune within boundaries  
Understand that composition is when a composer writes down and records a musical idea  
Play and perform in solo or ensemble contexts with confidence

##### In Year 4 Pupils will be taught to:

Compose rhythms which can be played on samba drums

<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><b>In Year 5 pupils are taught to:</b>          Compose complex rhythms from an increasing aural memory          Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p><b>In Year 6 pupils will be taught to:</b>          Create a simple composition and record using formal notation          Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	
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**Key Vocabulary**

<p><b>Year 3</b> rhythm, pulse, pitch, melody, chants, improvise, composition, multiple parts, performance</p>
<p><b>Year 5</b> Rounds, rhythm, pulse, pitch, melody, chants, ostinato, lyrics, improvise, composition, multiple parts, refine performance, appraise</p>
<p><b>Year 6</b> rhythm, pulse, improvise, composition, refine performance, appraise, staff, crotchet, quaver, minim, semibreve, dotted crotchet, treble clef</p>

**Music KS2 – Samba Drumming – Year 4 Spring Term**

**Rationale**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. In Year 4, children have the opportunity to learn to play the Samba drums. Lessons are currently led by music teachers from Tees Valley Music Service (TVMS) - the local music hub. Children are taught the disciplined skills of recognising pulse and rhythms. They will have the opportunity to compose rhythms of their own using the samba drums. They are also taught to make music together, appraising and refining their performance.

**Learning**

<p><b>In Year 4 Pupils will be taught to:</b>          Play and perform in solo or ensemble contexts with increasing confidence          Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate          Listen to and recall sounds with increasing aural memory          Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators          Compose rhythms which can be played on samba drums</p>
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## Key Vocabulary

Samba, Surdo, Repinique, Caxia, Tambourim, Agogo Bells, Ganza Shakers, rhythm, syllables rhythm, pulse, musical styles and traditions, untuned instruments, aural memory, multiple parts, refine performance, appraise, compose

### Music KS2 – Instruments and Musical styles – Year 4 Summer Term

#### Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. In Year 4, children have the opportunity to explore using and listening to a range of musical instruments, also to listen to, appraise and compare different styles of music, building on previous learning and use of musical language. They will extend their knowledge of types of instruments.

#### Learning

##### **Prior Knowledge: Year 1**

Recognise different types of instruments

##### **Year 2**

Listen with concentration and understanding to a range of high-quality live and recorded music

Begin to recognise and explore different musical styles

Begin to develop an understanding of the history and context of music

##### **Year 3**

Listen with direction to a range of high-quality music

Confidently recognise a range of musical instruments

##### **In Year 4 Pupils are taught to:**

Confidently recognise a range of musical instruments and the different sounds they make

Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators

Use musical language to appraise a piece or style of music

##### **Related Future Learning**

##### **In Year 5 pupils will be taught to:**

Develop an increasing understanding of the history and context of music

##### **In Year 6 pupils will be taught to:**

Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression

Develop a deeper understanding of the history and context of music

Appropriately discuss the dimensions of music and recognise them in music heard

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

#### Key Vocabulary

musical styles and traditions, untuned instruments, tuned instruments, opera, classical, choral and medieval music, musical timeline, modern styles including jazz, rock and roll, R&B, rap, compare

## Music KS2 – Performance, history and context of music -Victorian Music – Year 6 Autumn Term

### Rationale

As an integral part of culture past and present, music helps pupils understand themselves and relate to others, forging important links between the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. In Year 6, this unit of music is linked into the Y6 history topic - The Victorians. The children will learn how music is influenced by the time and place, for example how it can be affected by the venue, occasion and purpose.

### Learning

#### Prior Knowledge: Year 2

Begin to develop an understanding of the history and context of music

#### Year 3

Listen with direction to a range of high-quality music  
Sing songs with multiple parts with increasing confidence  
Play and perform in solo or ensemble contexts with confidence

#### Year 4

Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators  
Sing as part of an ensemble with confidence and precision  
Play and perform in solo or ensemble contexts with increasing confidence

#### Year 5

Develop an increasing understanding of the history and context of music  
  
Sing as part of an ensemble with increasing confidence and precision  
Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression

#### In Year 6 pupils are taught to:

Sing as part of an ensemble with full confidence and precision  
Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression  
Listen with attention to detail and recall sounds with increasing aural memory and accuracy  
Develop a deeper understanding of the history and context of music  
Appropriately discuss the dimensions of music and recognise them in music heard

### Key Vocabulary

Rhythm pattern, structure, verse and chorus, melody, dynamics, mood, lyrics, vocal parts, articulation, expression, musical phrases, accompaniment, voice projection, posture, performance, confidence, audience, style, similarities, differences, precision, accuracy, control, fluency, pitch, tempo, texture, instrumentation