



# Key Stage 2 Music



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Vocal Percussion & Percussion Instruments	Use of voice/Singing	Hans Zimmer listen and compose		Music of South America and The Local Area	Charanga Glockenspiel 1
<b>Year 4</b>	Use of voice/Singing	Music of Africa Lady Smith Black Mambazo, Call and Response Songs	Charanga Glockenspiel 2	Music related to Kings and Queens Greensleeves, Pomp and Circumstance,	Charanga Recorder Steps 1-5	Compose music related to a theme e.g. Viking victory, defeat and going into battle
<b>Year 5</b>	Holst listen and compose	Use of voice/Singing Fresh Prince of Bel-Air	Musical Notation & Compose with Tuned Instruments	Use of voice and singing	Music of Greece Ancient Greek instruments & contemporary Greek music	Charanga Recorder Steps 5-10
<b>Year 6</b>	Charanga Happy	Charanga Recorder Recap and learn Christmas tunes	Victorian Music Halls & Victorian Composers	Victorian Street Seller Songs	Use of voice/Singing	

Music- Key Stage 2					
NC	Year 3	Year 4	Year 5	Year 6	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> <li>Sing in tune.</li> <li>Perform simple melodic and rhythmic parts.</li> <li>Improvise repeated patterns.</li> <li>Beginning to understand the importance of pronouncing the words in a song well.</li> <li>Start to show control in voice.</li> <li>Perform with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with awareness of others.</li> <li>Perform simple melodic and rhythmic parts with awareness of others.</li> <li>Improvise repeated patterns growing in sophistication.</li> <li>Sing songs from memory with accurate pitch.</li> <li>Maintain a simple part within a group.</li> <li>Understand the importance of pronouncing the words in a song well.</li> <li>Show control in voice.</li> <li>Play notes on instruments with care so they sound clear.</li> <li>Perform with control and awareness of what others in the group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>Whilst performing by ear and from notations, maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>Breathe well and pronounce words, change pitch and show control in singing.</li> <li>Perform songs with an awareness of the meaning of the words.</li> <li>Hold a part in a round.</li> <li>Perform songs in a way that reflects their meaning and the occasion.</li> <li>Sustain a drone or melodic ostinato to accompany singing.</li> <li>Play an accompaniment on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>Perform significant parts from memory and from notations with awareness of my own contribution</li> <li>Refine and improve my own work.</li> <li>Sing or play from memory with confidence, expressively and in tune.</li> <li>Perform alone and in a group, displaying a variety of techniques.</li> <li>Take turns to lead a group.</li> <li>Sing a harmony part confidently and accurately.</li> </ul>	
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<ul style="list-style-type: none"> <li>To compose music that combines musical elements.</li> <li>Carefully choose sounds to achieve an effect.</li> <li>Order my sounds to help create an effect.</li> <li>Create short musical patterns with long and short sequences and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Compose music that combines several layers of sound.</li> <li>Awareness of the effect of several layers of sound.</li> <li>Compose and perform melodies and songs. (Including using ICT).</li> <li>Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> </ul>	<ul style="list-style-type: none"> <li>Use the venue and sense of occasion to</li> <li>Create performances that are well appreciated by the audience.</li> <li>Compose by developing ideas within musical structures.</li> <li>Improvise melodic and rhythmic phases as part of a group performance.</li> <li>Improvise within a group.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise melodic and rhythmic material within given structures.</li> <li>Show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>Create my own musical patterns.</li> </ul>	

		<ul style="list-style-type: none"> <li>Carefully choose order, combine and control sounds with awareness of their combined effect.</li> </ul>		
Listen with attention to detail and recall sounds with increasing aural memory	<ul style="list-style-type: none"> <li>To notice and explore the way sounds can be combined and used expressively.</li> <li>Listen to different types of composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>To comment on musician's use of technique to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and explore the relationship between sounds.</li> <li>Notice and explore how music reflects different intentions</li> </ul>	<ul style="list-style-type: none"> <li>Notice, comment on and compare the use of musical devices.</li> <li>Notice, comment on and compare the relationship between sounds.</li> <li>Notice, comment on, compare and explore how music reflects different intentions.</li> </ul>
Use and understand staff and other musical notations		<ul style="list-style-type: none"> <li>Learn to read music during recorder lessons.</li> <li>Begin to recognise and identify instruments being played.</li> <li>Comment on likes and dislikes.</li> <li>Recognise how musical elements can be used together to compose music.</li> <li>Use Staff and musical notation when composing work.</li> <li>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</li> <li>Know the symbol for a rest in music, and use silence for effect in music.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use standard musical notation of crotchet, minim and semibreve.</li> <li>To indicate how many beats to play.</li> <li>Read the musical stave and can work out the notes, EGBDF and FACE.</li> <li>Draw a treble clef at the correct position on the stave</li> </ul>	<ul style="list-style-type: none"> <li>Use of a variety of notation when performing and composing.</li> <li>Compose music for different occasions appropriate musical devises.</li> <li>Quickly read notes and know how many beats they represent.</li> <li>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</li> <li>Describe music using musical words and use this to identify strengths and weaknesses in music</li> </ul>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<ul style="list-style-type: none"> <li>Begin to recognise and identify instruments being played.</li> <li>Comment on likes and dislikes.</li> <li>Recognise how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise and identify instruments and numbers of instruments and voices being played.</li> <li>Compare music and express growing tastes in music.</li> <li>Explain how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare musical features choosing appropriate musical vocabulary.</li> <li>Explain and evaluate how musical elements, features and styles can be used together to compose music</li> </ul>
Develop an understanding of the history of music.	<ul style="list-style-type: none"> <li>Describe the different purposes of music throughout history and in other cultures.</li> <li>Understand that the sense of occasion affects the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the sense of occasion affects the performance.</li> <li>Combine sounds expressively</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different cultural meanings and purposes of music, including contemporary culture.</li> <li>Use different venues and occasions to vary my performances</li> </ul>	<ul style="list-style-type: none"> <li>Notice and explore how music reflects time, place and culture.</li> <li>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</li> <li>Use different venues and occasions to vary my performances.</li> </ul>