

LKS2 Cycle A Music Medium Term Planning

Key Knowledge

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.

English Model Music Curriculum:

In Key Stage 2 Years 3–6 guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing:
 - Improvise
 - Compose
- Performing

Year group 3/4	Topic	Key Knowledge	Listen & Appraise	Composing (incl notation & improvising)	Performing
Autumn 1	<u>Instrumental lessons unit: South Africa</u>	<ul style="list-style-type: none"> • To know the key features of South African Gumboot music. • To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> • Suggesting and implementing improvements to their own work, using musical vocabulary. • Beginning to improvise musically within a given style. 	<ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with

		<p>semibreves, crotchets, rests, and how pitch is shown.</p> <ul style="list-style-type: none"> To know the correct technique for playing tuned percussion instruments. 	<ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others' work. Recognising the use and development of motifs in music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. 	<ul style="list-style-type: none"> Using staff notation to record rhythms and melodies. 	<p>some accuracy and awareness of their part in the group performance.</p> <ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
<p>Autumn 2</p>	<p><u>Year 3: Developing singing technique (Theme: Vikings)</u></p>	<ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for. 	<ul style="list-style-type: none"> Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.
<p>Spring 1</p>	<p><u>Year 3:</u></p>	<ul style="list-style-type: none"> To know that the word 	<ul style="list-style-type: none"> Discussing the stylistic 	<ul style="list-style-type: none"> Combining melodies and 	<ul style="list-style-type: none"> Singing and playing in

	<p><u>Pentatonic melodies and composition</u></p>	<p>'crescendo' means a sound getting gradually louder.</p> <ul style="list-style-type: none"> To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. 	<p>features of different genres, styles and traditions of music using musical vocabulary.</p> <ul style="list-style-type: none"> Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <ul style="list-style-type: none"> Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 	<p>time with some degree of accuracy and awareness of their part in the group performance.</p> <ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.
<p>Spring 2</p>	<p><u>Year 4: Body and turned percussion (Theme: Rainforests)</u></p>	<ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
<p>Summer 1</p>	<p><u>Year 3: Jazz</u></p>	<ul style="list-style-type: none"> To understand that 'syncopation' means a rhythm that is played off 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. 	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control,

		<p>the natural beat.</p> <ul style="list-style-type: none"> To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing. 	<p>using musical vocabulary.</p> <ul style="list-style-type: none"> Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 	<p>demor</p> <p>developing vocal technique.</p> <ul style="list-style-type: none"> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.
<p>Summer 2</p>	<p><u>Year 4: Adapting and transposing motifs (Theme: Romans)</u></p>	<ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

**GDS
Opportunities**

- Can they work with a partner to create a piece of music using more than one instrument?
- Do they understand metre in 2 and 3 beats; then 4 and 5 beats?
- Do they understand how the use of tempo can provide contrast within a piece of music?
- Can they tell whether a change is gradual or sudden?
- Can they identify repetition, contrasts and variations?
- Can they use selected pitches simultaneously to produce simple harmony?
- Can they explore and use sets of pitches, e.g. 4 or 5 note scales?
- Can they show how they can use dynamics to provide contrast?
- Can they identify how a change in timbre can change the effect of a piece of music?