

## LKS2 Cycle B 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	<a href="#">Year 3: Creating a composition in response to an animation (Theme:Mountains)</a>	<ul style="list-style-type: none"> <li>• To understand that the timbre of instruments played affects the mood and style of a piece of music.</li> <li>• To know that an ensemble is a group of musicians who perform together.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Understanding that music from different parts of the world has different features.</li> </ul>	<ul style="list-style-type: none"> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>

		<ul style="list-style-type: none"> <li>To know that to perform well, it is important to listen to the other members of your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<p>to label and record their compositions.</p> <ul style="list-style-type: none"> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> </ul>	
<p><b>Autumn 2</b></p>	<p><a href="#">Year 4: Rock and Roll</a></p>	<ul style="list-style-type: none"> <li>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li> <li>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</li> <li>To know that playing in time means all performers playing together at the same speed.</li> <li>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Using musical vocabulary when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>
<p><b>Spring 1</b></p>	<p><a href="#">Year 3: Ballads</a></p>	<ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and</li> </ul>	<ul style="list-style-type: none"> <li>Composing a piece of music in a given style with voices and</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy</li> </ul>

		<ul style="list-style-type: none"> <li>To know that lyrics are the words of a song.</li> <li>To know that in a ballad, a 'stanza' is a verse.</li> </ul>	<p>traditions of music using musical vocabulary.</p> <ul style="list-style-type: none"> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<p>instruments.</p>	<p>a) demonstrating developing vocal technique.</p> <ul style="list-style-type: none"> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>
<p><b>Spring 2</b></p>	<p><a href="#"><u>Year 4: Haiku, music and performance (Theme: Hanami festival)</u></a></p>	<ul style="list-style-type: none"> <li>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>To know that expressive language (like a poem) can be used as inspiration for composing music.</li> <li>To understand that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Using musical vocabulary when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given style.</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>
<p><b>Summer 1</b></p>	<p><a href="#"><u>Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)</u></a></p>	<ul style="list-style-type: none"> <li>To know that when you sing without accompaniment it is called 'A Capella'.</li> <li>To understand that harmony means playing</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of</li> </ul>	<ul style="list-style-type: none"> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given</li> </ul>	<ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of</li> </ul>

		<p>two notes at the same time, which usually sound good together.</p> <ul style="list-style-type: none"> <li>• An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>• To know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>	<p>music.</p> <ul style="list-style-type: none"> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary when discussing improvements to their own and others' work.</li> </ul>	<p>style.</p> <ul style="list-style-type: none"> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</li> </ul>	<p>e. Primary School including control of subtle dynamic changes.</p> <ul style="list-style-type: none"> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> </ul>
<p><b>Summer 2</b></p>	<p><a href="#"><u>Year 4: Samba and carnival sounds and instruments (Theme: South America)</u></a></p>	<ul style="list-style-type: none"> <li>• To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>• To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>• To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to improvise musically within a given style.</li> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Suggesting improvements to others' work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Playing syncopated rhythms with accuracy.</li> </ul>

**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?