



**National Curriculum Objectives**

**Key Stage 2**

**Pupils should be taught to:**

- ❖ Sing and play musically with increasing confidence and control.
- ❖ Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- ❖ 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 o 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.

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Verbalise how the music makes them feel.
- ❖ Create actions or movements appropriate to each section of a piece of music.
- ❖ Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics.
- ❖ Play melodies and rhythms which represent the section of animation they are accompanying.

**Key Knowledge**

- ❖ To understand that the timbre of instruments played affect the mood and style of a piece of music.
- ❖ To know that an ensemble is a group of musicians who perform together.
- ❖ To know that to perform well, it is important to listen to the other members of your ensemble.

**Key skills**

- ❖ Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ❖ Understanding that music from different parts of the world, and different times, 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-dimensions of music) when discussing improvements to their own and others’ work.
- ❖ 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.
- ❖ Suggesting and implementing improvements to their own work, using musical vocabulary.
- ❖ Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

**Key Vocab**

Influence	Listen	Dynamics	Timbre	Pitch
Repeated rhythm	Pattern	Notation	Ensemble	Compose



**National Curriculum Objectives**

**Key Stage 2**

**Pupils should be taught to:**

- ❖ Sing and play musically with increasing confidence and control.
- ❖ Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- ❖ 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
  - o 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.

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- ❖ Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- ❖ Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- ❖ Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical

**Key Knowledge**

- ❖ To know that a ballad tells a story through song.
- ❖ To know that lyrics are the words of a song.
- ❖ To know that in a ballad, a ‘stanza’ is a verse

**Key skills**

- ❖ Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- ❖ 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 identifying these symbols using musical terminology.

**Key Vocab**

Ballad

ensemble

compose



**National Curriculum Objectives**

**Key Stage 2**

**Pupils should be taught to:**

- ❖ Use and understand staff and other notations
- ❖ Develop an understanding of the history of music
- ❖ Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians
- ❖ Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression
- ❖ Listen with attention to detail and recall sounds with increasing aural memory

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ To identify the basic key features of staff notation.
- ❖ To recognise and play minims by ear and from staff notation, moving up and down by step.
- ❖ To recognise and play semibreves by ear and from staff notation.
- ❖ To recognise and play crotchets and crotchet rests by ear and from staff notation.
- ❖ To compose rhythmic patterns for a gumboot dance.

**Key skills**

- ❖ To play tuned percussion with the correct technique
- ❖ To play a harmonic ostinato on my instrument
- ❖ To play a rhythmic ostinato using body percussion
- ❖ To create an eight-beat rhythmic pattern
- ❖ To confidently perform a rhythmic pattern.

**Key Knowledge**

- ❖ I know which direction to read staff notation
- ❖ I can explain what the lines and spaces on staff notation are for.
- ❖ I can identify a time signature, a treble clef and a repeat mark in written music.
- ❖ I know that a minim is worth two beats
- ❖ I know that when the notes go up the staff, the pitch gets higher
- ❖ I know that a semibreve is worth four beats
- ❖ I know that when the notes go down the staff, the pitch gets lower
- ❖ I know that the notes next to each other on my instrument are shown next to each other on the staff
- ❖ I know that a crotchet is worth one beat
- ❖ I know that a crotchet rest is one beat of silence

**Key Vocab**

Music notation	Staff notation	Tuned percussion	Staff/stave	Treble clef	Lines
Spaces	Crotchet	Beater	Grip	Bouncing	Ostinato
Harmonic Ostinato	Minim	Semibreve	Rest	Compose	Dynamics



### National Curriculum Objectives

#### Key Stage 2

#### **Pupils should be taught to:**

- ❖ Sing and play musically with increasing confidence and control.
- ❖ Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- ❖ 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 o 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.

### Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Match their movements to the music, explaining why they chose these movements.
- ❖ Accurately notate and play a pentatonic melody.
- ❖ Play their part in a composition confidently.
- ❖ Work as a group to perform a piece of music.

### Key Knowledge

- ❖ To know that the word ‘crescendo’ means a sound getting gradually louder.
- ❖ 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.

### Key skills

- ❖ To know that the word ‘crescendo’ means a sound getting gradually louder.
- ❖ 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.
- ❖ To know that the word ‘crescendo’ means a sound getting gradually louder.
- ❖ 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.
- ❖ 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.
- ❖ Suggesting and implementing improvements to their own work, using musical vocabulary.
- ❖ 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 being able to identify these symbols using musical terminology.

### Key Vocab

tempo

crescendo

dynamics

timbre

duration



**National Curriculum Objectives**  
**Key Stage 2**

**Pupils should be taught to:**

- ❖ Use and understand staff and other notations
- ❖ Develop an understanding of the history of music
- ❖ Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians
- ❖ Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression
- ❖ Listen with attention to detail and recall sounds with increasing aural memory
- ❖ Improvise and compose music for a range of purposes using the interrelated dimensions of music

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ To understand the main features of Calypso music.
- ❖ To improvise a vocal part in the style of a Calypso.
- ❖ To understand how and why percussion instruments can be used in Calypso music.
- ❖ To recognise and perform quavers from staff notation.

**Key skills**

- ❖ To perform/ sing a Calypso song
- ❖ To create appropriate lyrics for a Calypso song
- ❖ To perform my own lyrics at the correct time in the song
- ❖ To play a percussion part in a Calypso style
- ❖ To play quavers on tuned percussion
- ❖ To play a pentatonic scale
- ❖ To compose a tune from the notes of a pentatonic scale
- ❖ I can improvise along to a Calypso backing track

**Key Knowledge**

- ❖ To name the key features of Calypso music.
- ❖ To say why percussion instruments were important in Trinidad.
- ❖ To be able to describe how percussion Calypso music sounds.
- ❖ To recognise a quaver in staff notation.
- ❖ To be identify how long a quaver lasts.

**Key Vocab**

Calypso

Quaver

Semibreve

Minim

Kaiso

Crotchet

Steel pan



**National Curriculum Objectives**

**Key Stage 2**

**Pupils should be taught to:**

- ❖ Sing and play musically with increasing confidence and control.
- ❖ Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- ❖ 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 o 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.

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Verbalise feelings about music and identify likes and dislikes.
- ❖ Read musical notation and play the correct notes of the rag.
- ❖ Improvise along to a drone and tal.
- ❖ Play a rag and a tal accurately alongside a drone.
- ❖ Sing accurately from musical notation and lyrics.
- ❖ Sing and play in time with others with some degree of accuracy and awareness of each other’s parts.

**Key Knowledge**

- ❖ To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music.
- ❖ To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’.
- ❖ To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’.
- ❖ To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- ❖ To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.

**Key skills**

- ❖ Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ❖ Understanding that music from different parts of the world, and different times, 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 use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work.
- ❖ Composing a piece of music in a given style with voices and instruments.
- ❖ Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- ❖ 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.

**Key Vocab**

Bollywood	drone	dynamics	notation	rag	
tabula	tanpura	tala	tempo	sitar	