



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



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 - o listen with attention to detail and recall sounds with increasing aural memory
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- ❖ 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



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

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- ❖ 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



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- ❖ 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



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- ❖ Use and understand staff and other musical notations
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- ❖ 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