



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:

- ❖ Sing in time and in tune with other people and the backing track.
- ❖ Remember the lyrics to a song.
- ❖ Identify the structure of a piece of music and match this to non-standard notation.
- ❖ Improvise their own piece of music.
- ❖ Play a melody with reasonable accuracy.
- ❖ Perform with confidence and in time with others.
- ❖ Compose and play a melody using staff notation.
- ❖ Contribute meaningfully to the group performance and composition.
- ❖ Use hieroglyphic notation to show the structure of their piece.

Key knowledge

- ❖ To know that simple pictures can be used to represent the structure (organisation) of music.
- ❖ To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- ❖ To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Key skills

- ❖ Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- ❖ Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- ❖ Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- ❖ Improvising coherently within a given style.
- ❖ Using staff notation to record rhythms and melodies.
- ❖ Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- ❖ Suggesting and demonstrating improvements to own and others' work.
- ❖ Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- ❖ Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- ❖ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Key Vocab

features	notation	repeating	unison	composition	structure
repetition	melody	tempo	compose	ensemble	minor key



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Name three key features of Blues music.
- ❖ Sing in tune, using vocal expression to convey meaning.
- ❖ Explain what a chord is and play the chord of C sixteen times.
- ❖ Play the twelve bar blues correctly.
- ❖ Play the notes of the Blues scale in the correct order, ascending and descending.
- ❖ Play a selection of Blues scale notes out of order in their own improvisation.

Key knowledge

- ❖ To understand that a chord is the layering of several pitches played at the same time.
- ❖ To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- ❖ To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry.
- ❖ To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down.
- ❖ To understand that a chord is the layering of several pitches played at the same time.

Key skills

- ❖ Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ❖ Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- ❖ Comparing, discussing and evaluating music using detailed musical vocabulary.
- ❖ Improvising coherently within a given style.
- ❖ Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- ❖ Suggesting and demonstrating improvements to own and others’ work.
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- ❖ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- ❖ Using staff notation to record rhythms and melodies.

Key Vocab

Key Vocab				
Blues	Chord	12-bar Blues	bar	scale
Blues scale	bent note	Ascending scales	Descending scale	improvisation



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Sing using the correct pronunciation and with increasing confidence.
- ❖ Play a chord with two notes, remaining in time.
- ❖ Maintain their part in a performance with accuracy.
- ❖ Play the more complicated rhythms in time and with rests.
- ❖ Create an eight beat break and play this in the correct place.

Key Knowledge

- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- To understand that major chords create a bright, happy sound.
- To know that poly-rhythms means many rhythms played at once.

Key skills

- ❖ Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ❖ Comparing, discussing and evaluating music using detailed musical vocabulary.
- ❖ Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.
- ❖ Improvising coherently within a given style.
- ❖ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- ❖ Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- ❖ Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- ❖ Using staff notation to record rhythms and melodies.

Key Vocab

a cappella	Call and response	dynamics	performance	chord	Improvisation
ostinato	break	poly-rhythms	Master drummer	syncopation	metronome



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Suggest a colour to match a piece of music.
- ❖ Create a graphic score and describe how this matches the general structure of a piece of music.
- ❖ Create a vocal composition in response to a picture and justify their choices using musical terms.
- ❖ Create a vocal composition in response to a colour.
- ❖ Record their compositions in written form.
- ❖ Work as a group to perform a piece of music.

❖ **Key knowledge**

- ❖ To know that a vocal composition is a piece of music created only using voices.
- ❖ To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- ❖ To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- ❖ To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

❖ **Key skills**

- ❖ Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- ❖ Comparing, discussing and evaluating music using detailed musical vocabulary.
- ❖ Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- ❖ Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).
- ❖ Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- ❖ Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- ❖ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.

Key Vocab

synesthesia	dynamics	Holi	graphic score	vocal composition	performance
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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Perform a looped body percussion rhythm; keeping in time with their group.
- ❖ Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- ❖ Play the first section of ‘Somewhere Over the Rainbow’ with accuracy.
- ❖ Choose a suitable fragment of music and be able to play it along to the backbeat.
- ❖ Perform a piece with some structure and two different loops.

Key knowledge

- ❖ To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.
- ❖ To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
- ❖ To know that remix is music that has been changed, usually so it is suitable for dancing to.

Key skills

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- ❖ Improvising coherently within a given style.
- ❖ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- ❖ Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- ❖ Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- ❖ Performing with accuracy and fluency from graphic and simple staff notation.

Key Vocab

accuracy	backbeat	body percussion	fragment	layers
loop	looped rhythm	melody	melody line	notation
ostinato	remix	rhythm	riff	structure



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Explain what musical theatre is and be able to recall at least three features of this kind of music.
- ❖ Categorise songs as action songs or character songs.
- ❖ Select appropriate existing music for their scene to tell the story of a journey.
- ❖ Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Key knowledge

- ❖ To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
- ❖ To know that choreography means the organisation of steps or moves in a dance.
- ❖ To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.

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Key Vocab

Action song	Backdrop	Book musical	Character song	choreographer	Composer	Comic opera	Costumes	Designer	Dialogue
Director	Duet	Ensemble	Hip-hop musical	Jukebox musical	Librettist	Libretto	Lyricist	Musical director	Musical theatre
Opera	Operetta	Performers	Props	Rock musical	Scene	Solo	Tempo	Timbre	Transitions