



**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:

- ❖ Identify the structure of a piece of music.
- ❖ Have an idea as to when there is one layer in a piece of music and when there are two.
- ❖ Play a sequence in the correct order in time with their partner.
- ❖ Have two contrasting rhythms being played together.
- ❖ Have two different melodies being played together.
- ❖ Have a complete piece of music with four different layers with an appropriate structure.

**Key Knowledge**

- ❖ 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.

**Key skills**

- ❖ 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.
- ❖ 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.
- ❖ Composing a coherent piece of music in a given style with voices, bodies and instruments.
- ❖ Beginning to improvise musically within a given style.

**Key Vocab**

clicking	tempo	boom	structure	contrast	lower
loop	pitch	keyboard	Body percussion	rhythm	snap
texture	higher	compose	melody	inspiration	



**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:

- ❖ Perform the hand jive hand actions in sequence and in time with the music.
- ❖ Sing in tune and perform their actions in time.
- ❖ Play the notes of the walking bass in the correct sequence.
- ❖ Independently play their part with some awareness of the other performers.

**Key Knowledge**

- ❖ 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.
- ❖ 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.
- ❖ To know that playing in time means all performers playing together at the same speed.
- ❖ To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

**Key skills**

- ❖ 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.
- ❖ Recognising, naming and explaining the effect of the interrelated dimensions 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.
- ❖ 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.

**Key Vocab**

rock and roll	hand jive	1950s	tempo	dynamic	notation	style
---------------	-----------	-------	-------	---------	----------	-------



**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 tune and in harmony with others, with developing breath control.
- ❖ Explain how a piece of music makes them feel with some use of musical terminology.
- ❖ Perform a vocal ostinato in time.
- ❖ Listen to other members of their group as they perform.
- ❖ Create an ostinato and represent it on paper so that they can remember it.
- ❖ Create and perform a piece with a variety of ostinatos.

**Key Knowledge**

- ❖ To know that when you sing without accompaniment it is called ‘A Cappella’.
- ❖ To know that harmony means playing two notes at the same time that usually sound good together.
- ❖ To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- ❖ To know that ‘performance directions’ are words added to musical notation to tell the performers how to play.

**Key skills**

- ❖ Recognising the use and development of motifs in music.
- ❖ Identifying gradual dynamic and tempo changes within a piece of music.
- ❖ Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ❖ 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.
- ❖ 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.
- ❖ 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.

**Key Vocab**

A cappella	breathing	dynamics	harmony	listen	texture
tempo	ostinato	percussion	layer		



**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:

- ❖ Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- ❖ Recognise, name and describe the effect of the interrelated dimensions of music.
- ❖ Select instruments and sounds which match their vocabulary.
- ❖ Work as a group to create a piece of music.
- ❖ Perform a piece of music as part of a group.

**Key knowledge**

- ❖ To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- ❖ To know that expressive language (like a poem) can be used as inspiration for composing music.
- ❖ To understand that both instruments and voices can create audio effects that describe something you can see.
- ❖ To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.

**Key skills**

- ❖ Recognising, naming and explaining the effect of the interrelated dimensions 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.
- ❖ 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.
- ❖ Creating a piece of music with at least four different layers and a clear structure.
- ❖ Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- ❖ 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.

Key Vocab		dynamic		tempo	
Hanami	Cherry blossom	pitch	sound	glissando	pizzicato
composer	composition	col legno	haiku	Syllables	melody



**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:

- ❖ Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
- ❖ Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.
- ❖ Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).
- ❖ Play their break in time with the rest of their group and play in the correct place in the piece.
- ❖ Play in time and with confidence; accurately playing their break.

**Key Knowledge**

- ❖ To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- ❖ 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.
- ❖ 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.

**Key skills**

- ❖ 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.
- ❖ Recognising, naming and explaining the effect of the interrelated dimensions of music.
- ❖ Using musical vocabulary to discuss the purpose of a piece of music.
- ❖ Beginning to improvise musically within a given style.
- ❖ Creating a piece of music with at least four different layers and a clear structure.
- ❖ Suggesting improvements to others' work, using musical vocabulary.
- ❖ Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- ❖ Playing syncopated rhythms with accuracy, control and fluency.

**Key Vocab**

agogo	bateria	caixa	carnival	chocalho
composition	crescendo	cowbell	dynamics	ensemble
features	ganza	influenced	metronome	off-beat
percussion	pulse	repique	rhythm	rhythmic break
Samba	Samba breaks	structure	surdo	syncopated rhythms
tamborim	texture	unison	untuned percussion	



**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:

- ❖ Learn a new song, singing in time and in tune while following the lyrics.
- ❖ Identify motifs aurally and play a repeated pattern on a tuned instrument.
- ❖ Create and performing a motif, notating it with reasonable accuracy.
- ❖ Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- ❖ Combine different versions of a musical motif and perform as a group using musical notation.

**Key Knowledge**

- ❖ 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.

**Key skills**

- ❖ 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/decelendo) within a piece of music.
- ❖ Using musical vocabulary to discuss the purpose of a piece of music.
- ❖ 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.
- ❖ Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- ❖ 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.
- ❖ Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

**Key Vocab**

Backing track	Bass line	beat	Call and response	compose	crotchet	Dotted minim	Flats
Graphic notation	In-time	In-tune	key	Key signature	loop	lyrics	minim
motif	notation	Ostinato	pitch	quavers	Repeating patterns	repetition	rhythm
Rhythmic notation	riff	semibreve	sharps	tempo	transpose	Tuned instrument	Vocal warm-ups