



**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
- ❖ 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:

- ❖ Engage in discussion about the sounds of an orchestral piece.
- ❖ Have a selection of varied vocabulary in response to what they hear.
- ❖ Change dynamics and pitch, differentiating between the two.
- ❖ Take the role of conductor or follow a conductor.
- ❖ Change texture within their group improvisation and talk about its effect.
- ❖ Create a graphic score to represent sounds.
- ❖ Follow the conductor to show changes in pitch, dynamics and texture.

**Key knowledge**

- ❖ To know that the conductor beats time to help the performers work well together.
- ❖ To understand that improvisation means making up music 'on the spot'.
- ❖ To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
- ❖ To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

**Key skills**

- ❖ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- ❖ Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ❖ Using musical vocabulary correctly when describing and evaluating the features of a piece of music.
- ❖ Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- ❖ Improvising coherently and creatively within a given style, incorporating given features.
- ❖ Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- ❖ Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- ❖ Recording own composition using appropriate forms of notation and/or technology.
- ❖ Constructively critiquing their own and others' work, using musical vocabulary.
- ❖ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- ❖ Performing a solo or taking a leadership role within a performance.
- ❖ Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- ❖ Performing by following a conductor's cues and directions.

**Key Vocab**

|               |           |               |             |            |           |
|---------------|-----------|---------------|-------------|------------|-----------|
| audio/video   | depicting | texture       | pitch       | dynamics   | conductor |
| improvisation | notation  | Graphic score | composition | group work | ensemble  |



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**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Use musical and comparative language in discussion.
- ❖ Follow the melody line.
- ❖ Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- ❖ Sing the correct words at the correct time.
- ❖ Recall the counter-melody line.

**Key Knowledge**

- ❖ To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2.
- ❖ To know that the Solfa syllables represent the pitches in an octave.
- ❖ A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody.
- ❖ To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

**Key skills**

- ❖ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- ❖ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- ❖ Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ❖ Identifying the way that features of a song can complement one another to create a coherent overall effect.
- ❖ Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- ❖ Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- ❖ Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- ❖ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- ❖ Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- ❖ Performing by following a conductor’s cues and directions.

**Key Vocab**

|               |        |                         |                |           |           |
|---------------|--------|-------------------------|----------------|-----------|-----------|
| music         | morale | Britain                 | troops         | frontline | Vera Lynn |
| contrast      | tempo  | higher/lower            | diaphragm      | melody    | phrase    |
| Graphic score | pitch  | Do Re Mi Fa<br>So La Ti | counter-melody | harmony   | Solfa     |



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- ❖ 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
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- ❖ Develop an understanding of the history of music.

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Identify how different styles of music contribute to the feel of a film.
- ❖ Participate in discussions, sharing their views and justifying their answers.
- ❖ Use the terms ‘major’ and ‘minor’.
- ❖ Identify different instruments to describe how music evokes different emotions.
- ❖ Identify pitch, tempo and dynamics, and use these to explain and justify their answers.
- ❖ Give reasonable and thought-out suggestions for what different graphic scores represent.
- ❖ Use their body, voice and instruments to create sounds to represent a given theme.
- ❖ Create a musical score to represent a composition.
- ❖ Interpret their graphic score and performing their composition appropriately with their group.
- ❖ Create sounds that relate to the scene of a film.

**Key Knowledge**

- ❖ To know that a film soundtrack includes the background music and any songs in a film.
- ❖ To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat.
- ❖ To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension.
- ❖ To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’.

**Key skills**

- ❖ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- ❖ Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ❖ Identifying the way that features of a song can complement one another to create a coherent overall effect.
- ❖ Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- ❖ Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- ❖ Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- ❖ Improvising coherently and creatively within a given style, incorporating given features.
- ❖ Recording own composition using appropriate forms of notation and/or technology.
- ❖ Constructively critique their own and others’ work, using musical vocabulary.
- ❖ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- ❖ Performing with accuracy and fluency from graphic and staff notation and from their own notation.

**Key Vocab**

|             |                 |            |                 |          |            |           |             |
|-------------|-----------------|------------|-----------------|----------|------------|-----------|-------------|
| accelerando | body percussion | brass      | characteristics | chords   | chromatics | clashing  | composition |
| convey      | crescendo       | descending | dynamics        | emotion  | imagery    | improvise | interpret   |
| interval    | major           | melodic    | minor           | modulate | orchestral | pitch     | sequence    |
| solo        | soundtrack      | symbol     | timpani         | tension  | texture    | tremolo   | unison      |



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- ❖ Develop an understanding of the history of music.

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Perform rhythms confidently either on their own or in a group.
- ❖ Identify the sounds of different instruments and discuss what they sound like.
- ❖ Make reasonable suggestions for which instruments can be matched to which pieces of art.
- ❖ Recall the names of several instruments according to their orchestra sections.
- ❖ Keep the pulse with the body percussion section and sing with control and confidence.
- ❖ Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.
- ❖ Draw the rhythms accurately and show a difference between each of their variations.
- ❖ Showcase creativity in the finished product.

**Key Knowledge**

- ❖ To know that a ‘theme’ is a main melody in a piece of music.
- ❖ To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece.
- ❖ To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten.
- ❖ To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.

**Key skills**

- ❖ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
- ❖ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- ❖ Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ❖ Identifying the way that features of a song can complement one another to create a coherent overall effect.
- ❖ Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- ❖ Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.
- ❖ Improvising coherently and creatively within a given style, incorporating given features.
- ❖ Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- ❖ Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- ❖ Constructively critique their own and others’ work, using musical vocabulary.
- ❖ Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- ❖ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- ❖ Performing with accuracy and fluency from graphic and staff notation and from their own notation.

**Key Vocab**

| ¾ time | 4/4 time | accidentals       | body percussion | diaphragm   | legato   | motif | orchestra | percussion                  | phrases    | pitch      | pizzicato | pulse |
|--------|----------|-------------------|-----------------|-------------|----------|-------|-----------|-----------------------------|------------|------------|-----------|-------|
| quaver | rhythm   | rhythmic elements | section         | semi-quaver | staccato | tempo | theme     | TIKI-TIKI, TI-TIKI, TIKI-TI | variations | vocal line | woodwind  |       |



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- ❖ 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 or 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 and evaluate the musical features of a song.
- ❖ Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- ❖ Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- ❖ Fit an existing melody over a four-chord backing track.
- ❖ Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- ❖ Record melodies using letter notation.
- ❖ Perform the leavers’ song with confidence.

**Key Knowledge**

- ❖ To know that a chord progression is a sequence of chords that repeats throughout a song.
- ❖ To know that a melody can be adapted by changing its dynamics, pitch or tempo.
- ❖ To know that chord progressions are represented in music by Roman numerals.

**Key skills**

- ❖ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- ❖ Identifying the way that features of a song can complement one another to create a coherent overall effect.
- ❖ Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- ❖ Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- ❖ Improvising coherently and creatively within a given style, incorporating given features.
- ❖ Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- ❖ Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- ❖ Recording own composition using appropriate forms of notation and/or technology and incorporating.
- ❖ Constructively critique their own and others’ work, using musical vocabulary.
- ❖ Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- ❖ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- ❖ Performing a solo or taking a leadership role within a performance.
- ❖ Performing with accuracy and fluency from graphic and staff notation and from their own notation.
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**Key Vocab**

|            |                  |               |          |                   |           |            |
|------------|------------------|---------------|----------|-------------------|-----------|------------|
| allegro    | arrangement      | backing track | chorus   | chord progression | compose   | crescendo  |
| diminuendo | dynamics         | evaluate      | forte    | largo             | lyrics    | melody     |
| mood       | musical features | notation      | piano    | poetic            | structure | repetitive |
| rhyme      | ritardando       | tempo         | sequence | stave notation    | upbeat    | verse      |



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- ❖ Develop an understanding of the history of music.

**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
- ❖ Take part in a vocal improvisation task based on Baroque recitative.
- ❖ Play several parts of a canon using staff notation, with or without letter names.
- ❖ Compose a ground bass melodic ostinato.
- ❖ Notate a ground bass pattern using staff notation.
- ❖ Name some well-known Baroque composers and describe what musical features they were known for.
- ❖ Learn a fugue part by reading staff notation, with or without note names.
- ❖ Perform a fugue.

**Key knowledge**

- ❖ To know that music in which very similar parts are introduced one by one to overlap is called a canon.
- ❖ To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.
- ❖ To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.
- ❖ To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- ❖ To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
- ❖ To know that ground bass is a repeating melody played on a bass instrument in Baroque music.

**Key skills**

- ❖ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- ❖ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- ❖ Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ❖ Identifying the way that features of a song can complement one another to create a coherent overall effect.
- ❖ Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- ❖ Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- ❖ Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- ❖ Improvising coherently and creatively within a given style, incorporating given features.
- ❖ Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- ❖ Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- ❖ Recording own composition using appropriate forms of notation and/or technology and incorporating.
- ❖ Constructively critique their own and others' work, using musical vocabulary.
- ❖ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- ❖ Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- ❖ Performing a solo or taking a leadership role within a performance (some children).

**Key Vocab**

|         |           |       |       |             |       |          |            |            |
|---------|-----------|-------|-------|-------------|-------|----------|------------|------------|
| Baroque | bass clef | canon | fugue | ground bass | opera | oratorio | polyphonic | recitative |
|---------|-----------|-------|-------|-------------|-------|----------|------------|------------|