

Below outlines the learning focus for each term

National Curriculum KS2 End Points					
Performing	Using & Understanding	Composing	Listening	Appreciating	History of Music
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	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	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
Term	Learning Focus			Cross Curricular links	
	Knowledge	Skills			
Autumn	<b>Music's Cool: Recorder Skill Development / Singing/Tambo Bamboo</b> <ul style="list-style-type: none"> <li>Singing songs from memory with confidence, enjoyment and expression</li> <li>Sing songs with greater control of phrasing and breathing</li> <li>Maintain a part in a more complex round as part of a small group</li> <li>Recorder skills- minimum notes BAG CD ED</li> <li>To transfer a vocal line to another instrument</li> <li>To rehearse and perform together as an ensemble.</li> <li>To listen with growing attention to detail and recall sounds with increasing aural memory</li> <li>To be able to offer ideas to refine and improve own and other's work, using simple musical vocabulary</li> <li>To begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>To know about the timings of the</li> </ul>	<ul style="list-style-type: none"> <li>Sing a two part song with awareness and control.</li> <li>Sing alone and with others with awareness of pitch</li> <li>Sing songs accurately at a given pitch with an octave range</li> <li>Understand BAG on the stave</li> <li>Cover holes correctly for notes E and D</li> <li>Read rhythm notation.</li> <li>Understand the origin of Bamboo Tamboo Music</li> <li>Keep together in ensemble with multiple parts</li> <li>Take part in small group compositions, including recorders</li> <li>To combine different layers of a song.</li> <li>Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>Suggest improvements related to the expression or performance of a piece</li> <li>To listen with attention to detail.</li> <li>To give opinions about music we hear. <ul style="list-style-type: none"> <li>❖ Johann Sebastian Bach</li> <li>❖ George Frederick Handel</li> <li>❖ Antonio Vivaldi</li> </ul> </li> </ul>			

	<p>Baroque period of music.</p> <ul style="list-style-type: none"> <li>To be able to name composers from the Baroque period and give facts about their lives.</li> </ul>		
Spring	<p><b>Body Percussion - group composition</b></p> <ul style="list-style-type: none"> <li>To listen with growing attention to detail and recall sounds with increasing aural memory</li> <li>Sing songs from memory with confidence</li> <li>To sing in parts, or in rounds</li> <li>To know how body percussion can be notated and created</li> <li>Understand and use the term “rondo” (a repeating theme in a piece of music)</li> <li>To be able to offer ideas to refine and improve own and other’s work, using simple musical vocabulary</li> <li>To know the names of some early composers and their famous music</li> <li>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>Sing with more awareness of pitch</li> <li>Perform as part of a group with confidence.</li> <li>Experiment with more complex body percussion patterns <ul style="list-style-type: none"> <li>Improvise a two bar rhythm using a range of body percussion sounds</li> <li>Create a short musical idea for a body percussion composition.</li> <li>Compose body percussion rhythms with a group.</li> </ul> </li> <li>Play from notation with confidence</li> <li>Play recorder notes with correct breath pressure and control</li> <li>Play recorder parts in 2 groups</li> <li>Understand how repetition is used to create and extend/develop pieces. Understand Rondo form.</li> <li>Understand how to play low D on the recorder</li> <li>Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>Suggest improvements related to the expression or performance of a piece</li> <li>To listen with attention to detail.</li> <li>To give opinions about music we hear. <ul style="list-style-type: none"> <li>Handel</li> <li>Vivaldi</li> </ul> </li> </ul>	
Summer 1	<p><b>Ukulele Introduction</b></p> <ul style="list-style-type: none"> <li>Matches pitch, sings with expression and control</li> <li>To be able to play c chord on the ukulele</li> <li>Moves and plays in time with confidence, control and awareness of beat/ensemble</li> <li>To be able to explain, using musical vocabulary, how to play the ukulele</li> </ul>	<p>Sing complex song in parts</p> <ul style="list-style-type: none"> <li>Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of four.</li> <li>Recognise the different parts of the ukulele.</li> <li>Understand how to hold the ukulele</li> <li>Strum with thumb lightly.</li> <li>Understand how to play rest strokes</li> </ul>	

	<p>indifferent ways</p> <ul style="list-style-type: none"> <li>• Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.)</li> <li>• Create and improvise with confidence for a range of purposes using the inter-related dimensions of music</li> <li>• To be able to offer ideas to refine and improve own and other's work, using simple musical vocabulary</li> <li>• To know when the Classical period was</li> <li>• To know the names of some early composers and their famous music</li> <li>• To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of the open strings</li> <li>• Pluck with rest strokes</li> <li>• Pluck an ostinato pattern to accompany a well-known song</li> <li>• Play chords C and F and understand the ukulele diagram.</li> <li>• Read from staff notation to learn unfamiliar music on the recorder</li> <li>• Create an arrangement with multiple parts</li> <li>• Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>• Suggest improvements related to the expression or performance of a piece</li> <li>• To listen with attention to detail and recall sounds with increasing aural memory</li> <li>• To give opinions about music we hear. <ul style="list-style-type: none"> <li>❖ Mozart</li> <li>❖ Beethoven</li> </ul> </li> </ul>	
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**Ambition / Intent:**

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Camrose, pupils gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

**Design / Implementation:**

The music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programmes; Music Express in KS1 and using a music specialist teacher - Music's Cool programme across KS2.

Pupils learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

**Impact:**

Our music curriculum is high quality, thoroughly planned and delivered to establish progression. Through the child's journey, their musical skills and understanding are

built on year on year, from singing simple songs from memory and performing simple rhythm patterns in EYFS and KS1, to more advanced techniques skills, and understanding in lower KS2, further developing in upper KS2 where the children have the ability to read and follow a simple musical score.

Throughout all of this, the child's enjoyment of music is a key element, running alongside the taught musical skills and objectives.