

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	<p><b>Music's Cool: Ukulele Skill Development/Recorders</b></p> <ul style="list-style-type: none"> <li>Sing a range of songs more confidently from different cultures and in different languages</li> <li>Singing more complex songs from memory with expression</li> <li>Take part in small group compositions using tuned or untuned instruments eg recorders, ukulele and percussion</li> <li>Recorder - Confidently plays repertoire with finger control and articulation</li> <li>Ukulele - Holds instrument correctly, can change chord fluently, strum and pluck with control</li> <li>Identify and read rhythmic notations</li> <li>Perform body percussion in time to the beat.</li> <li>To know when the Romantic period was</li> <li>To know when the Early 20th Century period was</li> <li>To know the names of some Romantic composers and their famous music</li> </ul>	<ul style="list-style-type: none"> <li>Sing a more demanding repertoire including songs with harmony parts</li> <li>Sing with greater control and range of expression</li> <li>Take part in a large scale performance with confidence</li> <li>Hold an instrumental / vocal line accurately in a large scale performance</li> <li>Play and perform in solo and ensemble contexts with developing confidence on the recorder and or ukulele               <ul style="list-style-type: none"> <li>Perform in time to the beat.</li> <li>Strum rhythmic patterns with thumb lightly.</li> <li>Play articulated notes CAGED on a recorder</li> <li>Play recorder notes with staccato and legato (short and long notes)</li> <li>Play chords of C and F on ukulele</li> <li>Use rest and free strokes to play ostinato accurately.</li> <li>Read open strings on the ukulele from stave</li> <li>Play a known melody on ukulele open strings</li> <li>Change chords of C, F fluently and introduce G7</li> </ul> </li> <li>Use notation to enable them to perform solo and as part of a larger ensemble and to create their own melodies and musical patterns.</li> </ul>			

	<ul style="list-style-type: none"> <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>Read rhythmic notation including crotchets, quavers, rests, minims, semibreves and semiquavers</li> <li>Make basic beatbox sounds and use them in combination to perform at least 2 different groove patterns</li> <li>Perform a groove to accompany a song with confident sense of pulse</li> <li>Improvise using percussion instruments and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> <li>Compose a groove and notate using grid notation</li> </ul> </li> <li>Take part in a group composition including rap, singing, beatboxing, ukuleles and recorders</li> <li>Be aware of the history of rap and of typical structures</li> <li>To listen with attention to detail for longer periods of time and recall a wider range of sounds with increasing aural memory. <ul style="list-style-type: none"> <li>Piotr Ilyich Tchaikovsky</li> <li>Frédéric Chopin</li> <li>Clara Schumann</li> <li>Strauss</li> </ul> </li> <li>To use musical vocabulary when talking about Romantic music.</li> </ul>	
Spring	<p><b>Melodic Composition – Recorders /Ukulele</b></p> <ul style="list-style-type: none"> <li>Sing songs in different languages</li> <li>Singing more complex songs from memory with expression</li> <li>Singing and playing simultaneously, including recorder and ukulele</li> <li>Take part in small group compositions using tuned or untuned instruments eg recorders, ukulele and percussion</li> <li>To know how to play 3 chords on the ukulele and 6 notes on the recorder</li> <li>Play 6 notes fluently on a recorder</li> <li>Improve fluency of moving between 3 chords</li> </ul>	<p><b>Ukulele</b></p> <ul style="list-style-type: none"> <li>Read and clap complex rhythms</li> <li>Play 3 chords</li> <li>Improve fluency of moving between 3 chords</li> <li>Read from staff notation</li> <li>Suggest and make improvements</li> <li>Compose a 3 note ostinato in groups (layered rhythms)</li> <li>Create a group composition with melody, ostinato and chord accompaniment</li> <li>Suggest and make improvements to a piece</li> </ul> <p><b>Recorder</b></p> <ul style="list-style-type: none"> <li>Read from staff notation</li> <li>Play high D correctly</li> <li>Play 6 notes fluently on recorder</li> <li>Maintain a part in a group</li> </ul>	

	<ul style="list-style-type: none"> <li>• To use and understand staff and other musical notations with growing confidence</li> <li>• Understand the terms- chords/melody/ostinato/ensemble</li> <li>• Suggest and make improvements to a piece</li> <li>• To know the names of some Romantic 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>• To give reasoned opinions about music we hear <ul style="list-style-type: none"> <li>❖ Gustav Holst</li> <li>❖ Benjamin Britten</li> </ul> </li> </ul>	
<p>Summer 1</p>	<p><b>African Drumming</b></p> <ul style="list-style-type: none"> <li>• Sing a range of songs more confidently from different cultures and in different languages</li> <li>• Singing and playing simultaneously, including recorder and ukulele</li> <li>• To know the different parts of the djembe and know how it is played</li> <li>• Make two different sounds on the djembe with correct technique</li> <li>• To use call and response communication when playing drum rhythms</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> <li>• To know when the Early 20th Century period was</li> <li>• To know the names of early 20th century artists</li> <li>• To use ICT to research musical history</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs while clapping a simple rhythm pattern</li> <li>• Perform and play instruments simultaneously</li> <li>• Take the lead in vocal warm ups</li> <li>• Sing in harmony parts</li> </ul> <p>African Drum - Introducing African drumming skills</p> <ul style="list-style-type: none"> <li>❖ Understand the different parts of the djembe</li> <li>❖ Make two different sounds on the djembe with correct technique.</li> <li>❖ Accurately copy drum rhythms</li> <li>❖ Use shakers to maintain a confident steady pulse with layered rhythms.</li> <li>❖ Recognise call and response when playing drums</li> <li>❖ Improvise and compose call and response rhythms with a partner</li> <li>❖ Suggest / make improvements to their work</li> <li>❖ Create a group rhythmic composition for a range of purposes</li> </ul> <p>Music in war time</p> <ul style="list-style-type: none"> <li>❖ Dame Vera Lynn</li> <li>❖ Glenn Miller</li> </ul> <p>The Jazz Age</p> <ul style="list-style-type: none"> <li>❖ Charleston music</li> <li>❖ "Minnie the moocher" by Dizzy Gillespie</li> <li>❖ Duke Ellington</li> <li>❖ Bessie Smith</li> </ul>	
<p><b>Ambition / Intent:</b></p>			

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.