

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>Beatbox+Rap / Ukulele and recorder skills recap</b> <ul style="list-style-type: none"> <li>Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression</li> <li>To know the features of rapping and the different ways of creating a beatbox sound</li> <li>Rap with control and pronounce words fully, showing an awareness of pitch, tempo, dynamics</li> <li>To use body percussion in different ways and the style or “rapping” to communicate ideas</li> <li>Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two</li> <li>Be able to evaluate work with greater understanding</li> <li>To know the time-line/chronology of music history</li> <li>To know the names of modern composers</li> <li>To be able to recall and talk about facts</li> </ul>	<ul style="list-style-type: none"> <li>Sing a Brazilian song in Portuguese</li> <li>Sing a more demanding repertoire including songs with harmony parts</li> <li>Layering more complex rhythm including syncopation</li> <li>Sing with greater control and range of expression</li> <li>Echo and call, using visual and aural signals</li> <li>Perform with confidence on the recorder and or ukulele</li> <li>Use notation to enable them to perform as part of a larger ensemble and to create their own melodies and musical patterns.</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>Compose a groove and notate using grid notation</li> <li>Take part in a group composition including rap, singing, beatboxing, ukuleles and recorders</li> <li>Accurately maintain a part in the context of others and move in time to beat</li> <li>Describe expressive qualities of a range of musical styles</li> <li>Suggest and make improvements to their own work and</li> </ul>			

	<p>about modern composers and artists</p> <ul style="list-style-type: none"> <li>• Use ICT to investigate famous composers and their styles of music</li> </ul>	<p>comment using appropriate vocabulary</p> <ul style="list-style-type: none"> <li>• Listen to and discuss: <ul style="list-style-type: none"> <li>❖ Amy Beach</li> <li>❖ Joseph-Maurice Ravel</li> <li>❖ Richard Strauss</li> <li>❖ Edward Elgar</li> </ul> </li> </ul>	
Spring	<p><b>Samba/singing</b></p> <ul style="list-style-type: none"> <li>• Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression</li> <li>• To know the features and origins of the “Samba” style of music</li> <li>• To play instruments and body percussion in samba style</li> <li>• To know the names of samba instruments and use these terms when talking about your work</li> <li>• Using musical vocabulary when directing/leading ensemble roles.</li> <li>• Explain how we can improve performance (tempo, response to signals)</li> <li>• Composes with musicality including grid notation and confidently refine/develop ideas</li> <li>• Listens with attention and demonstrates understanding (musically or verbally)</li> <li>• To know the time-line/chronology of music history</li> <li>• To know the names of modern composers</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch voices accurately/ follow the shape of a melody and sing as a round</li> <li>• Produce a range of vocal sounds</li> <li>• Understand the structure of a Samba piece (i.e. call and response, groove, break, songs)</li> <li>• To listen with attention to detail, and recall sounds with increasing aural memory and sustained concentration.</li> <li>• Learn a samba song</li> <li>• Copy four beat body percussion patterns including syncopation</li> <li>• Learn parts for samba on body percussion and instruments</li> <li>• Become familiar with patterns for all samba instruments</li> <li>• Sequence instruments, breaks and re-entries as performance</li> <li>• Create rhythms patterns from phrases and clap/chant to a beat</li> <li>• Directing/leading ensemble roles</li> <li>• Listen to and discuss: <ul style="list-style-type: none"> <li>❖ John Williams</li> </ul> </li> <li>• Music Of The 1950’s There were four popular styles of music in the 50s: <ul style="list-style-type: none"> <li>❖ Rock ‘n’ roll - Elvis Presley</li> <li>❖ Traditional pop - Nat King Cole</li> <li>❖ Country - Johnny Cash</li> <li>❖ Rhythm and Blues – Ray Charles</li> </ul> </li> </ul>	
Summer 1	<p><b>Class performance project</b></p> <ul style="list-style-type: none"> <li>• Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression</li> <li>• To know the finger positioning for 2 and 4 chord sequences on a ukulele.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen with attention to detail, and recall sounds with increasing aural memory and sustained concentration.</li> <li>• Echo and call, using visual and aural signals</li> <li>• Sing 2 part song</li> <li>• Sing cultural songs confidently</li> <li>• Sing with greater control and expression including</li> </ul>	

	<ul style="list-style-type: none"> <li>• To know how to play 7 different notes on the recorder</li> <li>• To play the ukulele and recorder with skill and confidence</li> <li>• To use and understand staff and other musical notations with confidence.</li> <li>• To understand the terms “octave/chords/chord sequences”</li> <li>• To communicate music in a range of different ways, using a range of different instruments, reading from staff notation</li> <li>• To know the names and features of modern music styles</li> </ul>	<p>syncopation</p> <ul style="list-style-type: none"> <li>• Recap recorder notes DCBAGED</li> <li>• Correct ukulele finger positioning for A minor</li> <li>• Read octave of notes from notation</li> <li>• Learn new ukulele chord G</li> <li>• Practice 2 and 4 chord sequences</li> <li>• With confidence, improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Improve their own work with help, through analysis, evaluation and comparison</li> <li>• Suggest improvements related to the expression or performance of a piece</li> <li>• Play and perform in solo and ensemble contexts with confidence</li> <li>• Rehearse with others in a constructive way</li> <li>• Investigate “Musical Styles Through the 20th Century” <ul style="list-style-type: none"> <li>❖ Musicians</li> <li>❖ R n B</li> <li>❖ Hip Hop</li> <li>❖ Rock n Roll</li> <li>❖ Swing</li> </ul> </li> </ul>	
--	---	---	--

**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.