



PrimaryPPACover[®]

Raising attainment in primary schools

Subject Pack

KS2 Music



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Music Objectives

- For children to learn why Music is important, to become familiar with the names and sounds of all basic percussion instruments as well as other musical terms.
- For children to develop their creative thinking skills and improve their motor skills To encourage children to become active listeners.
- To demonstrate that there are rewards from dedication and practice.
- To encourage children to learn about and to embrace other cultures through music.
- To develop confidence and listening skills.
- For children to explore emotions through music, helping them develop into young people and learn more about who they are.
- To raise attainment and enthusiasm in Music lessons.
- To make children aware of the importance of teamwork and coordination in a team.
- To make Music fun!

Equipment List

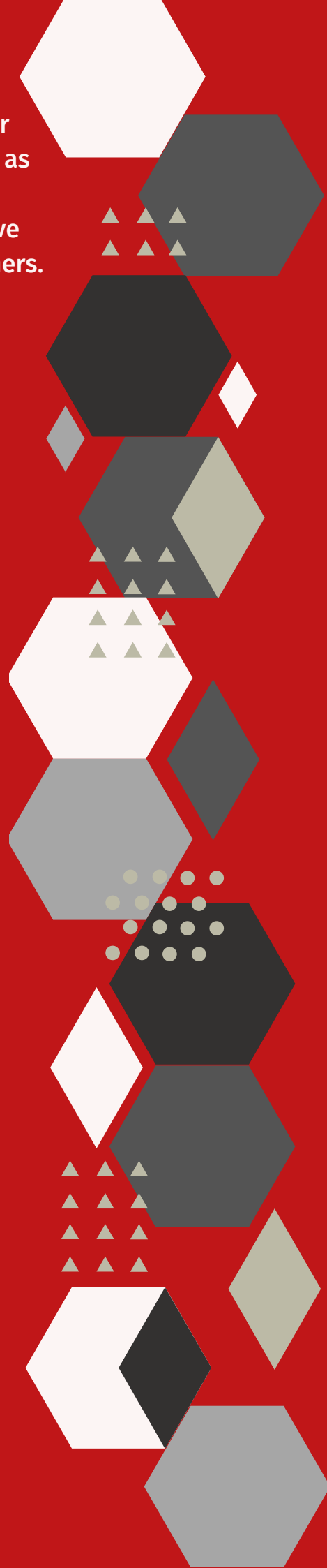
Our teachers will remind you of what they will be using in school the following week so that you can ensure that it is ready for them or let them know it is unavailable.

Equipment we will use in school (if available):

- Lined paper or books to evidence learning
- Mini whiteboards and pens
- Wooden block
- Cups
- Recording device
- Tuned and untuned instruments
- Sound system
- iPads or computers
- Coloured pencils
- Sugar paper
- Percussion instruments
- Interactive whiteboard/projector
- White labels
- Xylophones
- Glockenspies

Equipment we will provide at no extra cost:

- Audio-visual resources
- Worksheets
- Presentations
- Reports/certificates for children



KS2 Scheme of Work

KS2 MUSIC SCHEME OF WORK

YEAR THREE

Unit 1

Pulse

Maintaining a steady pulse for ostinatos
Cup song
Whole class ostinato performance
Visual cues
Following and leading simple performance directions

Unit 2

Voice

Listening to melodies and creating a graphic score to represent it
Creating, using and leading groups with performance instructions: tempo, dynamics, start and stop.

Unit 3

Rhythm

Syllable patterns from simple phrases
Working in mixed ability groups to create graphical scores to record and notate their ideas
Performance - recorded

Unit 4

Pitch

Pitch to be used as a tool to create mood and emotive responses
Creating simple rhythmic patterns, melodies and accompaniments
Understanding motif, interval, texture & timbre



Unit 5

Technology, structure and form

Recognising and using basic musical structure
Understanding song forms and ABC song forms, soundations and tempo

Unit 6

20th Century music

Listening to and using features of recorded music from different traditions, genres, styles and times



KS2 MUSIC SCHEME OF WORK

YEAR FOUR

Unit 1

Pulse

Songs with ostinatos
Riffs, walking basslines, repeating patterns
Working with bars which contain 10 beats
Graphical notations, Bach's, Pachelbel Canon, Mission Impossible

Unit 2

Voice

Singing with awareness of breathing and pronunciation
Using standard graphic notations to create melodies
Playing and singing as an ensemble
Using pentatonic scales

Unit 3

Rhythm

Listening to a variety of pieces by Steve Reich, Anna Meredith and Stomp
Creating, layering and combining rhythms to create a range of textures, dynamic and musical interest. Formal and non-formal notation

Unit 4

Pitch

Exploring mimetic music and creating their own
Singing within a given vocal range with clear diction
Listening to and evaluating recorded music from different traditions, genres, styles and times

Unit 5

Technology, Structure and Form



Using our voices, sounds, technology and instruments in creative ways
Understanding bridge, chorus, synthesisers and verses

Unit 6

20th Century Music

Minimal music (Steve Reich and Kraftwerk)
Music from musicals (Lion King & Mamma Mia)
Pop music (Beyoncé & Jay Z)
Understanding dynamics, harmonies, loops, minimalism and bridges.



KS2 MUSIC SCHEME OF WORK

YEAR FIVE

Unit 1

Pulse

Composing bars of rhythms
Graphic and formal notation using crochets, quavers and rests
Songs with varied tempos
Maintain pulse throughout pieces with and without syncopation

Unit 2

Voice

Singing and maintaining and independent part
Experimenting sounds made by the voice
Following and performing a vocal piece using a graphic/notated score

Unit 3

Rhythm

Music from different genres and time signatures
Audibly identifying rhythms
Arrangement, structure and texture explored
Peer assessed performance

Unit 4

Pitch

Chord D and Chord G, semitones and scales
Exploring different roles within a group performance

Unit 5

Technology, Structure and Form



Using and identifying key features of a basic musical structure
Exploring improvisation, shanties and samplers.

Unit 6

20th Century Music

Evaluating a variety of recorded music from different traditions, genres, styles and times
Using a variety of musical devices, timbres, textures, techniques



KS2 MUSIC SCHEME OF WORK

YEAR SIX

Unit 1

Pulse

Music with different time signatures
Creating our own ostinatos with body percussion
Creating range of timbres using voice
Creating our own piece with a 5/4 time signature

Unit 2

Voice

Experimenting and refining sounds with the voice
Whole class performance
Creating and performing a vocal piece by following a graphic/notated score

Unit 3

Rhythm

Using a variety of musical devices, timbres, textures, techniques
Tuned and untuned instruments
Maintaining an independent part when playing an instrument

Unit 4

Pitch

Using popular motifs and musical themes that are linked to films and iconic characters
Exploring impacts created by semitones
Understanding arpeggio and semitones

Unit 5

Technology, Structure and Form



Experimenting with voice, sounds, technology and instruments in creative ways to explore new techniques
Understanding timbres

Unit 6

20th Century Music

Experimenting with voice, sounds and technology
Understanding dissonance, octaves, ostinati, transposing and 12-tone rows.



Skill Progression – Year 3

Year 3 Unit 1

- To maintain a steady pulse whilst singing or playing an instrument
- To maintain an ostinato for a piece of music
- To show our understanding of pulse by following simple performance directions
- To suggest ways to improve our own work and others work using musical vocabulary
- To be able to maintain a part in a piece and respond to cues
- To be able to improve my work and others work using musical vocabulary
- To complete a series of activities to re-cap what they have learnt in this unit

Year 3 Unit 2

- To be able to sing accurately to a piece of music with an awareness of melody and pitch
- To be able to perform following instructions: start, stop, tempo, dynamics
- To perform confidently and have a clear understanding of pitch
- To create your own graphic score
- To create a graphic score to a familiar melody
- To perform a Christmas song in groups and give feedback
- To complete a series of activities to re-cap what they have learnt in this unit

Year 3 Unit 3

- To understand rhythm and musical texture
- To demonstrate a strong sense of rhythm and pulse
- To identify rhythms in songs and use these as inspiration for their own music
- To work as part of a group to compose a piece of music
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group
- To complete a series of activities to re-cap what they have learnt in this unit

Year 3 Unit 4

- To understand what the word pitch means and recognise high and low sounds
- To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds
- To use graphic notation to demonstrate changes in pitch
- To understand "motif" and demonstrate this using percussion instruments
- To create rhythmic patterns with a variety of pitch
- To perform compositions and offer feedback to other group
- To demonstrate understanding of Pitch

Year 3 Unit 5

- To understand musical form including the AB and ABC forms
- To create a short piece of music using musical structure
- To understand how to use music sequencing software
- To use music sequencing software to create a piece of music in a given form
- To edit our compositions on GarageBand
- To assess a piece of music, giving comments and suggestions about the structure

Year 3 Unit 6

- To understand the evolution of music throughout the 20th century
- To recognise differences between genres
- To appreciate an array of genres and identify them
- To study the music of a 20th Century band
- To learn a song by a 20th Century band
- To perform a song by a 20th Century band

Year 4

Year 4 Unit 1

- To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns
- To be able to perform and lead pieces in 4/4/ and 3/4 using drones, ostinato and repeating patterns
- To maintain an independent part in a small group ensemble
- To be able to perform a part in a group and offer improvements using technical terms
- To be able to compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone, repeating patterns
- To be able to offer comments for improvement about others work using musical terminology
- To complete a series of activities to re-cap what they have learnt in this unit

Year 4 Unit 2

- To learn to sing with awareness of breathing and pronunciation
- To understand arpeggios and to create harmonies
- To understand pentatonic scales and to learn to sing fluently with confidence
- To sing together, record our work and assess it as a class
- To create melodies using penatonic scales
- To perform as an ensemble
- To complete a series of activities to re-cap what they have learnt in this unit

Year 4 Unit 3

- To identify and discuss rhythm, texture, and dynamics
- To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms
- To learn a pulse then a rhythm and put them both together to create a musical texture
- To create ideas to compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group
- To complete a series of activities to re-cap what they have learnt in this unit

Year 4 Unit 4

- To understand what the word pitch means and recognise high and low sounds
- To understand basic musical notes and how they have different pitches
- To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
- To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
- To be able to sing in a variety of pitches with clear diction
- To perform with clear diction with a range of pitches
- To demonstrate understanding of Pitch

Year 4 Unit 5

- To identify the musical structure of a song
- To use voice, sounds, and instruments in creative ways.
- To recognise, respond and use basic musical structure.
- To record and edit our songs
- To listen to popular music and recognise structure and form
- To record and edit our pop songs

Year 4 Unit 6

- To understand the evolution of music throughout the 20th century
- To understand minimalism and listen and reflect on a piece of orchestral music
- To compose a piece of minimalistic music
- To create an ostinato
- To play travelling ostinatos together as an orchestra
- To perform minimalistic music as an orchestra

Year 5

Year 5 Unit 1

- To be able to identify and play to the pulse of music
- To create graphic notation to represent rhythms
- To be able to independently maintain a part in a group performance
- To read and play musical notation to create rhythms
- To be able to help compose a group performance using either standard or graphic notation
- To be able to perform a composed piece as part of a group
- To complete a series of activities to re-cap what they have learnt in this unit

Year 5 Unit 2

- To create sounds and interpret a graphical score using our voices
- To work with others to maintain an independent singing part
- To understand line and space notes on graphic scores
- To follow a graphic notated score to sing an independent part
- To create a group performance following sheet music
- To create a group performance of Hallelujah
- To complete a series of activities to re-cap what they have learnt in this unit

Year 5 Unit 3

- To learn to identify a range of different notes
- To play a rhythm and identify the timbre of sounds
- To understand and play rhythms in different time signatures over different genres
- To compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
- To complete a series of activities to re-cap what they have learnt in this unit

Year 5 Unit 4

- To explore sound and understand the meaning of pitch
- To play a piece of music with a variety of pitches
- To play a piece of music with a variety of pitches, playing two notes at a time
- To learn what a harmony is and demonstrate harmonies in different pitches
- To learn understand what a chord is and be able to play G and D chords
- To confidently play chords C and G and amazing grace on either keyboard, piano or guitar
- To demonstrate understanding of Pitch

Year 5 Unit 5

- To identify the musical structure of a song.
- To use voice, sounds, and instruments in creative ways.
- To identify how structure can organise sounds and how it can be used to create a particular effect on the listener
- To compose a piece of music using technology
- To identify the musical structure of a song and use this to help compose a piece of music.
- To compose a 12-bar blues song

Year 5 Unit 6

- To understand the evolution of music throughout the 20th century
- To understand minimalism and listen and reflect on a piece of orchestral music
- To compose a piece of minimalistic music
- To create an ostinato
- To play travelling ostinatos together as an orchestra
- To perform minimalistic music as an orchestra

Year 6

Year 6 Unit 1

- To be able to maintain a strong pulse and recognise when going out of time
- To be able to play rhythms while maintaining a pulse
- To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)
- To be able to maintain a strong sense of pulse and understand body percussion
- To be able to maintain a strong pulse and recognise when going out of time
- To be able to maintain a strong pulse and recognise when going out of time
- To complete a series of activities to re-cap what they have learnt in this unit

Year 6 Unit 2

- To understand the difference between monophonic and homophonic textures
- To read graphic scores and perform them with confidence
- To create their own graphic scores and perform them
- To understand pitch and refine sound and pitch in their voice
- To be able to maintain a part in an ensemble
- To be able to offer self improvement and constructive feedback to peers
- To complete a series of activities to re-cap what they have learnt in this unit

Year 6 Unit 3

- To interpret and play a graphic score
- To create a piece of Music with awareness of timbre and texture
- To perform a piece of Music with awareness of timbre and texture
- To create ideas to compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
- To complete a series of activities to re-cap what they have learnt in this unit

Year 6 Unit 4

- To recap what pitch is and understand "motif"
- To understand differences in the characters in a piece of music
- To play a piece of music with a variety of pitches, playing two notes at a time
- To be able to play an arpeggio and describe the pitch changes within it
- To be able to play arpeggios and know what Motifs/Leitmotifs are
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To demonstrate understanding of Pitch

Year 6 Unit 5

- To experiment with voice and create music which demonstrates an understanding of structure.
- To identify the musical structure of a song.
- To compose a piece of music using technology
- To explore how musical structure can be used to create a particular effect on the listener
- To manipulate and create sounds in a creative way using technology.
- To recap everything learnt in this unit

Year 6 Unit 6

- To understand the evolution of music throughout the 20th century
- To study a 20th Century band and appreciate their music
- To learn the lyrics of the song "Yesterday" by the Beatles
- To learn how to play "Yesterday" by the Beatles on the glockenspiel
- To add in percussion instruments to the performance and rehearse
- To perform a song by a 20th Century band