Subject Pack
KS2 Music
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

**Year Three**

**Unit 1**
- **Pulse**
  - Maintaining a steady pulse for ostinatos
  - Drop song
  - Whole class ostinato performance
  - Visual tasks
  - Following and leading simple performance directions

**Unit 2**
- **Voice**
  - Listening to melodies and creating a graphic sound to represent it
  - Creating, using, and leading groups with performance techniques, voices, dynamics, start, and stop

**Unit 3**
- **Rhythm**
  - Syllable patterns from simple phrases
  - Creating rhythmic patterns for performance and notation
  - Understanding musical structure

**Unit 4**
- **Pitch**
  - Pitch to be used as a tool to create mood and effective responses
  - Creating simple rhythmic patterns, melodies, and accompaniments

**Unit 5**
- **Technology, Structure and Form**
  - Recognising and using basic musical structure
  - Understanding song forms and ABC song forms, soundtracks, and tempo

**Unit 6**
- **20th Century Music**
  - Listening to and using features of recorded music from different traditions, genres, styles, and times

**Year Four**

**Unit 1**
- **Pulse**
  - Songs with ostinato figures
  - Rhythms, working with patterns
  - Maintaining pulse throughout pieces with and without syncopation

**Unit 2**
- **Voice**
  - Singing and maintaining independent pitch
  - Experimenting sounds made by the voice
  - Following and performing a vocal piece using a graphicnotated score

**Unit 3**
- **Rhythm**
  - Using and identifying key features of a basic musical structure
  - Exploring improvisation, choruses, and variations

**Unit 4**
- **Pitch**
  - Chord D and Chord G, semitones and scales
  - Exploring different roles within a group performance

**Unit 5**
- **Technology, Structure and Form**
  - Evaluating a variety of recorded music from different traditions, genres, styles, and times
  - Using a variety of musical devices, timbres, textures, and techniques

**Unit 6**
- **20th Century Music**
  - Using and identifying key features of a basic musical structure
  - Exploring improvisation, choruses, and variations

**Year Five**

**Unit 1**
- **Pulse**
  - Composing bars of rhythm
  - Graphic and formal notation using graphicnotated score

**Unit 2**
- **Voice**
  - Singing and maintaining independent pitch
  - Experimenting sounds made by the voice

**Unit 3**
- **Rhythm**
  - Music from different genres and time signatures
  - Audibly identifying rhythms and patterns
  - Arrangement, structure, and texture explored

**Unit 4**
- **Pitch**
  - Peer assessed performance
  - Chord D and Chord G, semitones and scales
  - Exploring different roles within a group performance

**Unit 5**
- **Technology, Structure and Form**
  - Evaluating a variety of recorded music from different traditions, genres, styles, and times
  - Using a variety of musical devices, timbres, textures, and techniques

**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, and techniques

**Year Six**

**Unit 1**
- **Pulse**
  - Music with different time signatures
  - Creating our own ostinatos with body percussion
  - Creating range of timbres using voice

**Unit 2**
- **Voice**
  - Experimenting and refining sounds with the voice
  - Whole class performance

**Unit 3**
- **Rhythm**
  - Using a variety of musical devices, timbres, textures, and techniques
  - Tuned and untuned instruments

**Unit 4**
- **Pitch**
  - Using popular motifs and musical themes that are linked to films and iconic characters

**Unit 5**
- **Technology, Structure and Form**
  - Understanding dynamics, octaves, transposing, and 12-tone scales

**Unit 6**
- **20th Century Music**
  - Experimenting with voice, sounds, technology, and instruments
  - Creating, using, and leading groups with performance techniques, voices, dynamics, start, and stop

Using our voices, sounds, technology, and instruments in creative ways to explore new techniques

Understanding timbres

Understanding dynamics, octaves, transposing and 12-tone scales
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 pentatonic 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, ¾, 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 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 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 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

### Year 6 Unit 6
- 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