

## Music Curriculum LKS2

### Aims

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musician
- s ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Knowledge & Skills

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Recorder Act 1 First Notes	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F ,G, A ,B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	

Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	Improvise using the note D	<b>Sing and Copy Back</b> Listen and sing back	<b>Improvise Challenge 1</b> Listen and copy back using the notes G, A + B	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: C		<b>Improvise!</b> Take it in turns to improvise using one note: C	n/a	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C	<b>Improvise Challenge 2</b> Using your instruments, listen and play your own answer using any of these notes: G, A or B	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes A	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	n/a	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes A	

	1	2	3	4	5	6
<b>Improvisation, continued</b>						
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	Improvise using the notes D E F	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Improvise Challenge 3</b> Take it in turns to improvise using all or any of these notes: G, A and B	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and A	Revise existing
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and A	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and A	
<b>Composition</b>						
Starting notes	C	D or E	C	G + A	C + A	Revise existing
Easy option	C, D + E	D + E	C, D + E	G, A + B	C, A + G	
Harder option	C, D, E, F + G	D + E	C, D, E, G + A	D, E, G, A + B	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
Let Your Spirit Fly by Joanna Mangona	Recorder Act 1 First N	Three Little Birds by Bob Marley	The Dragon Song by Joanna Mangona and Pete Readman	Bringing Us Together by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
RnB	Mixed styles	Reggae	A Pop song that tells a story	Disco	Classical
Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Easy E Strictly D Drive D-E-F-inately Roundabout March of the Golden Guards Portsmouth	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Birdsong - Chinese Folk Music Vaishnava Java - A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	L'Homme Arme by Robert Morton - Early Music Les Tricoteuses (The Knitters) - Baroque The Clock: II Andante by Franz Joseph Haydn - Classical Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt - Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy - 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler - Contemporary

Unit	1	2	3	4	5	6
Title	Mamma Mia	Recorder Step 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
<b>Warm-up Games</b>	Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	
	1	2	3	4	5	
<b>Improvisation</b>						

<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	n/a	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: G		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: F	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: G		<b>Improvise!</b> Take it in turns to improvise using one note: C	<b>Improvise!</b> Take it in turns to improvise using one note: F	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: G		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: F	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: G and sometimes A		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	<b>Improvise!</b> Take it in turns to improvise using one or two notes: F and sometimes G	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D		<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: F and G	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: F and G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D		<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	<b>Improvise!</b> Take it in turns to improvise using two notes: F and G	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	

	1		3	4	5	
<b>Composition</b>						
Starting notes	G	C	n/a	C	C	
Easy option	G, A + B	C, D + E		F, G + A	C, D + E	
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A	
1	2	3	4	5	6	
<b>Mamma Mia</b> by ABBA	<b>Recorder Stage 2</b>	<b>Stop!</b> by Joanna Mangona	<b>Lean On Me</b> sung by Bill Withers	<b>Blackbird</b> by The Beatles	<b>Reflect, Rewind &amp; Replay</b>	
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical	
ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)	

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>

## Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back - 'Listen and sing back' (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Musical Activities: Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>

## Musical Activities: Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>

## Musical Activities: Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> - Listen and sing back</li> <li>○ <b>Play and Improvise</b> - Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> - Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> - Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> - Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> - Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Musical Activities: Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>