

Music Curriculum UKS2

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. In Years 5 and 6, our children participate in whole class music tuition and learn to play a brass instrument in the octave of C.

Knowledge & Skills

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none">● To know five songs from memory, who sang or wrote them, when they were written and why?● To know the style of the songs and to name other songs from the Units in those styles.● To choose three or four other songs and be able to talk about:<ul style="list-style-type: none">○ The style indicators of the songs (musical characteristics that give the songs their style)○ The lyrics: what the songs are about○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)○ Identify the structure of the songs (intro, verse, chorus etc.)○ Name some of the instruments used in the songs○ The historical context of the songs. What else was going on at this time, musically and historically?○ Know and talk about that fact that we each have a musical identity	<ul style="list-style-type: none">● To identify and move to the pulse with ease.● To think about the message of songs.● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.● Listen carefully and respectfully to other people's thoughts about the music.● Use musical words when talking about the songs.● To talk about the musical dimensions working together in the Unit songs.● Talk about the music and how it makes you feel, using musical language to describe the music.

Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none">• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music• How to keep the internal pulse• Musical Leadership: creating musical ideas for the group to copy or respond to	<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 three notes:</p> <ul style="list-style-type: none">• Bronze Challenge<ul style="list-style-type: none">○ Find the pulse○ Copy back rhythms based on the words of the main song, that include syncopation/off beat○ Copy back one-note riffs using simple and syncopated rhythm patterns• Silver Challenge<ul style="list-style-type: none">○ Find the pulse○ Lead the class by inventing rhythms for others to copy back○ Copy back two-note riffs by ear and with notation○ Question and answer using two different notes• Gold Challenge<ul style="list-style-type: none">● Find the pulse● Lead the class by inventing rhythms for them to copy back● Copy back three-note riffs by ear and with notation● Question and answer using three different notes

Singing

Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down - e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze - Copy back using instruments. Use one note. ○ Silver - Copy back using instruments. Use the two notes. ○ Gold - Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze - Question and Answer using instruments. Use one note in your answer. ○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simplerhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

