



**LOWER KS2 LONG TERM MUSIC**

*“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.”*

National Curriculum Music (2014)

Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources has been developed specifically to motivate and capture each individual’s personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

There are 4 main units spread over 3 terms.

	End of Key Stage 1 curriculum expectations	End of Key Stage 2 curriculum expectations
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>

<b>YEAR 3</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	Ballads	Developing singing technique (Theme: The Vikings)  Pentatonic melodies and composition	Traditional instruments and improvisation (Theme: India)
<b>YEAR 4</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	Body and tuned percussion (Theme: Rainforests)  Changes in pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)



	Year 3 Outcomes		Year 4 Outcomes
Ballads	<p>Identify the key features of a ballad.</p> <p>Perform a ballad using actions.</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Retell a summary of an animation's story.</p> <p>Write a verse with rhyming words which tell part of a story.</p> <p>Perform their lyrics fluently and with actions.</p>	Body and tuned percussion (Theme: Rainforests)	<p>Identify the structure of a piece of music.</p> <p>Have an idea as to when there is one layer in a piece of music and when there are two.</p> <p>Play a sequence in the correct order in time with their partner.</p> <p>Have two contrasting rhythms being played together.</p> <p>Have two different melodies being played together.</p> <p>Have a complete piece of music with four different layers with an appropriate structure.</p>
Developing singing technique (Theme: The Vikings)	<p>Move and sing as a team, following the lyrics on the screen.</p> <p>Recognise minims, crotchets and quavers often by ear and reliably by sight.</p> <p>Perform rhythms accurately from notation and layer them to create a composition.</p> <p>Add appropriate sound effects to their performances using untuned percussion.</p> <p>Join in with the performances confidently, and reasonably in time and tune.</p> <p>Make suggestions for improving their performance.</p>	Changes in pitch, tempo and dynamics (Theme: Rivers)	<p>Sing in tune and in harmony with others, with developing breath control.</p> <p>Explain how a piece of music makes them feel with some use of musical terminology.</p> <p>Perform a vocal ostinato in time.</p> <p>Listen to other members of their group as they perform.</p> <p>Create an ostinato and represent it on paper so that they can remember it.</p> <p>Create and perform a piece with a variety of ostinatos.</p>
Pentatonic melodies and composition	<p>Match their movements to the music, explaining why they chose these movements.</p> <p>Accurately notate and play a pentatonic melody.</p> <p>Play their part in a composition confidently.</p> <p>Work as a group to perform a piece of music.</p>	Samba and carnival sounds and instruments	<p>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</p> <p>Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.</p> <p>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</p> <p>Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p>Play in time and with confidence; accurately playing their break.</p>
Traditional instruments and improvisation (Theme: India)	<p>Verbalise feelings about music and identify likes and dislikes.</p> <p>Read musical notation and play the correct notes of the rag.</p> <p>Improvise along to a drone and tal.</p> <p>Play a rag and a tal accurately alongside a drone.</p> <p>Sing accurately from musical notation and lyrics.</p> <p>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>	Adapting and transposing motifs (Theme: Romans)	<p>Learn a new song, singing in time and in tune while following the lyrics.</p> <p>Identify motifs aurally and play a repeated pattern on a tuned instrument.</p> <p>Create and performing a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation.</p>



**Inter-related dimensions of music**

**PULSE**

The steady beat of a piece of music

**PITCH**

The melody and the way the notes change from low to high and vice versa

**RHYTHM**

Or duration is the pattern of long and short sounds in a piece of music

**DYNAMICS**

Loud and soft

**TEMPO**

Fast and slow

**TIMBRE**

The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

**TEXTURE**

Layers of sound (number of instruments or voices playing together)

**STRUCTURE**

The way the music is laid out, e.g. verse, chorus, verse