



UPPER 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)

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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 three terms.

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

	Term 4	Term 5	Term 6
YEAR 5	Composition notation (Theme: Ancient Egypt)	Blues South and West Africa	Composition to represent the festival of colour
YEAR 6	Advanced rhythms Dynamics, pitch and tempo (Theme: Fingal’s cave)	Theme and Variations (Theme: Pop art)	Composing and performing a Leavers Song



	YEAR 5		YEAR 6
Composition notation (Theme: Ancient Egypt)	<p>Sing in time and in tune with other people and the backing track.</p> <p>Remember the lyrics to a song.</p> <p>Identify the structure of a piece of music and match this to non-standard notation.</p> <p>Improvise their own piece of music.</p> <p>Play a melody with reasonable accuracy.</p> <p>Perform with confidence and in time with others.</p> <p>Compose and play a melody using stave notation.</p> <p>Contribute meaningfully to the group performance and composition.</p> <p>Use hieroglyphic notation to show the structure of their piece.</p>	Advanced rhythms	<p>Repeat rhythms accurately.</p> <p>Successfully participate in rhythm games.</p> <p>Feel the pulse while participating in activities, e.g. singing or chanting.</p> <p>Notate rhythms accurately.</p> <p>Clap the rhythm at the same time as chanting the words.</p> <p>Choose rhythmic elements that add up to 8 counts.</p> <p>Perform compositions demonstrating a good sense of pulse.</p> <p>Perform their compositions securely with their partners.</p>
Blues	<p>Name three key features of Blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the twelve bar blues correctly.</p> <p>Play the notes of the Blues scale in the correct order, ascending and descending.</p> <p>Play a selection of Blues scale notes out of order in their own improvisation.</p>	Dynamics, pitch and tempo (Theme: Fingal's cave)	<p>Engage in discussion about the sounds of an orchestral piece.</p> <p>Have a selection of varied vocabulary in response to what they hear.</p> <p>Change dynamics and pitch, differentiating between the two.</p> <p>Take the role of conductor or follow a conductor.</p> <p>Change texture within their group improvisation and talk about its effect.</p> <p>Create a graphic score to represent sounds.</p> <p>Follow the conductor to show changes in pitch, dynamics and texture.</p>
South and West Africa	<p>Sing using the correct pronunciation and with increasing confidence.</p> <p>Play a chord with two notes, remaining in time.</p> <p>Maintain their part in a performance with accuracy.</p> <p>Play the more complicated rhythms in time and with rests.</p> <p>Create an eight beat break and play this in the correct place.</p>	Theme and Variations (Theme: Pop art)	<p>Perform rhythms confidently either on their own or in a group.</p> <p>Identify the sounds of different instruments and discuss what they sound like.</p> <p>Make reasonable suggestions for which instruments can be matched to which pieces of art.</p> <p>Recall the names of several instruments according to their orchestra sections.</p> <p>Keep the pulse with the body percussion section and sing with control and confidence.</p> <p>Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</p>



			<p>Draw the rhythms accurately and show a difference between each of their variations.</p> <p>Showcase creativity in the finished product.</p>
<p>Composition to represent the festival of colour</p>	<p>Suggest a colour to match a piece of music.</p> <p>Create a graphic score and describe how this matches the general structure of a piece of music.</p> <p>Create a vocal composition in response to a picture and justify their choices using musical terms.</p> <p>Create a vocal composition in response to a colour.</p> <p>Record their compositions in written form.</p> <p>Work as a group to perform a piece of music.</p>	<p>Composing and performing a Leavers Song</p>	<p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>

Inter-related dimensions of music

PULSE

The steady beat of a piece 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