

KS2 Music Phase Subject Plan

For Hangleton pupils, the Music curriculum inspires children to be creative, and to think and act as musicians through singing, listening, describing, appraising, composing and performing.

	Core LKS2	Core UKS2
Listening & Appraising	By the end of LKS2, children should be able to:	By the end of UKS2, children should be able to:
	- Identify basic musical styles through listening, learning about instrumentation, historical context and culture; beginning to use specific vocabulary - Discuss the form/structure of music for example verse/chorus, call and response and ternary form. - Listen to a range of music from different music eras and cultures including knowledge of the western music. Listen and respond to a variety of music genres by significant composers from different cultures.	- Use accurate musical language and terms to describe and discuss music from a range of cultures and times - making links across musical genres & subjects - Notice and explore the way sounds can be combined and used expressively using their developing understanding of the 7 dimensions of music.
Performance and Composition	By the end of LKS2, children should be able to:	By the end of UKS2, children should be able to:
	- Work together as part of an ensemble/band, practising, rehearsing and presenting performances with growing confidence. - Sing confidently in a group or solo with awareness of posture and diction, copying short sung phrases, playing known phrases/short melodies by ear using tuned instruments. - To perform simple melodic ostinato (repeated patterns) parts with confidence. - Compose a piece which reflects an image/atmosphere using a range of starting points and methods of composition - with IT where possible - Sing a variety of songs showing musical expression - phrasing, changes in tempo, dynamics, reflecting mood / character of song. Sing 2/3 part rounds with increasing pitch accuracy.	- Suggest improvements to others and their own work using the 7 dimensions of music. - Sing from memory with good vocal technique paying attention to phrasing, dynamics, accuracy of pitch, breath control, good posture and clear diction. Play / sing with sensitivity to different dynamics and tempo - Compose music that combines many musical elements and perform using a variety of instruments and body percussion. - To compose music that combines some musical elements, basic musical structures and the use of simple scales - Compose and perform using a variety of instruments, developing rehearsal skills and reflecting on the success of the composition, discussing methods for improvement. - Understand and compose descriptive music using interrelated dimensions

	• Introduce some of the 7 dimensions of music for example rhythm, beat, pitch, tempo, dynamics • Introduction to simple musical notation. • Compose and perform using a variety of tuned and un tuned percussion (or other instruments). • To compose melodic and rhythmical patterns • Use formal or informal notation to record work	• Singing with an understanding of its history and purpose / context • Play and improvise on instruments including the voice as a solo artist, in a group with a strong awareness of phrasing and shape of melody using music notation
Theoretical	By the end of LKS2, children should be able to:	By the end of UKS2, children should be able to:
	• Understand and use basic formal rhythmic notation introducing crotchet, quaver, minim, and crotchet rests. Read and write simple graphic notation • Introduce simple pitch notation • Develop more sophisticated graphic scores which reflect changes in tempo, rhythm, dynamics and melodic shape • Continued development and use of the formal language of music develop knowledge and understanding of 7 dimensions (Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.)	• Continuing development and use of standard music notation, understanding pitch and beat values of the crotchet, quaver, semi-quaver, minim and crotchet rest. • Recognise and talk about music using correct musical vocabulary, relating to specific styles and traditions - start to compare music focusing on similarities and differences.
Topic Links	Song and percussion links to LKS2 topics	Song and percussion links to UKS2 topics
Vocabulary	Ostinato, Melody, Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Crotchet, Quaver, Minim, Rest, Style, Genre	Ostinato, Melody, Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Crotchet, Quaver, Minim, Rest, Style, Genre
Enquiry questions	How can we describe music? How can we describe and compare different types of music? How can music be used to describe something? How does it feel to play and perform music? How can we write down music so that others can play our music?	What precise, technical vocabulary can we use to describe and compare different types of music? How can we develop as musicians and performers – make our music more engaging? How can we write down music so that others can play our music?