

Key stage 2 curriculum coverage map

Pupils should be taught to:

Pupils should be taught to:

1. **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
2. **Improvise and compose music for a range of purposes using the inter-related dimensions of music**
3. **Listen with attention to detail and recall sounds with increasing aural memory**
4. **Use and understand staff and other musical notations**
5. **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**
6. **Develop an understanding of the history of music.**

Linked in with new model music curriculum:

Singing (Singing assemblies and units throughout the year)

Listening (Predominantly Spring term)

Composing – Improvise / compose (Autumn term write stuff unit and summer term Ten pieces unit)

Performing (Following a composition piece / celebration assemblies once a term)

Information on 5-part lesson plan:

Vocabulary – retrieval of old vocabulary and teaching of new vocabulary (see progression below)

Singing – Carefully select songs to reflect progression (see below)

Instrument / listening focus – listen to a range of music with a focus on live and recorded music, drawn from different traditions, great composers and musicians. Look at how music has changed over time. (See progression below)

Main lesson focus - (See long term planning below)

Evaluation focus – Comment on and appraise learning (See progression below)

Composition focus (see progression below)

Whole school singing assemblies: Listen to pieces from different composers / popular music / musical traditions. (See list from model music guidance). Discuss the music. Likes / dislikes. Story behind the music. Compare the music to other music from the same composer or a similar composer. Values focus songs including rounds and partner songs.

For additional support with planning please see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf

Progression document:

https://nottinghamacademy.sharepoint.com/:w:/r/sites/waw_primary/_layouts/15/Doc.aspx?sourcedoc=%7B4A97D2E6-93C3-4886-B297-CB544BEA6CB4%7D&file=Progression%20of%20Skills%20in%20Music%20at%20Welland%20Academy.docx&action=default&mobileredirect=true

<p>Vocabulary progression:</p> <p>Year 3 (Retrieval from KS1 vocab) Rhythm, pulse, tempo, Pitch (high, low, rising, falling, pitch range) (New vocab) Structure and form (call and response, question phrase, echo and ostinato) Melody Harmony Texture (unison, layered, solo) Dynamics (loud – forte, quiet – piano) Duration Tuned and untuned</p>	<p>Year 4 (Retrieval – highlighted vocab, new vocab not highlighted) Rhythm and tempo - Getting faster (accelerando), getting slower (rallentando) bar Pitch and melody- Pentatonic scale, major and minor. Pitch range. Structure and form - Rounds and partner songs, repetition, contrast. Harmony - Static, moving Texture – duet, melody and accompaniment Dynamics - Getting louder (crescendo), getting softer (decrescendo), legato (smooth), staccato (detached sounds) Tone Timbre</p>	<p>Year 5 and 6 (Retrieval – highlighted vocab, new vocab not highlighted) Rhythm and tempo – Getting faster (accelerando), getting slower (rallentando), adagio (slow tempo) allegro (fast tempo) Pitch and melody- Pentatonic scale, major and minor. Pitch range, full diatonic scale in different keys. Structure and form - Rounds and partner songs, repetition, contrast, verse and chorus form, music with multiple sections. Harmony - Static, moving, triads, chord progressions Texture – duet, melody and accompaniment, music in 3 parts, music in 4 parts Dynamics – (Including previous vocabulary from other year groups). Fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), and mezzo piano (moderately quiet)</p>
--	---	--

Singing progression

- Sing in unison becoming aware of pitch (experiment with high and low notes). Singing scales for vocal warmups.
- Sing with an awareness of pulse and rhythm. (Could look at raps. Learning songs with a quicker tempo).
- Understand how mouth shapes can affect voice sounds.

- Singing in unison maintaining the correct pitch and with increasing expression. (Could learn parts of songs from musicals)
- **Sing with awareness and control of the expressive elements**
E.G: Timbre, tempo and dynamics
- **Create different vocal effects – rapping, beat boxing, operatic**

- Sing in unison with clear diction, controlled pitch and sense of phrase. (Learn songs where notes need to be maintained for longer)
- Singing songs in parts – maintaining their own part and having an awareness of how the different parts fit together.
- Sing songs with an increasing awareness of breathing, posture and sound projection.
- Sing a round in 2 parts.

- Continued progression from year 5.
- Consider their audience when performing to create a specific effect.
- Begin to show an awareness of improvisation.

Listening / instrument progression:

- Listen with attention to detail and begin to recall sounds
- Identify and name instruments and begin to classify them into their instrument families
- Listen to and begin to respond to music drawn from different traditions and great composers and musicians
- Explore and comment on the way that sounds can be used expressively

- Listen to and recall patterns of sounds with increasing accuracy.
- Identify and name instruments and classify them into their instrument families
- Listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians
- Recognise and explore the ways that sounds can be used and combined expressively and comment on this effect.

- Listen to and recall patterns of sounds confidently.
- Identify and name specific parts of the instrument that they are learning.
- Listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians and begin to discuss how music may have changed over time
- Describe, compare and evaluate different types of music beginning to use musical words.

- Listen to, internalise and recall sounds and patterns of sound with accuracy and confidence.
- Identify and name specific parts of the instrument that they are learning.
- Develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how the venue, occasion and purpose effect the way that the music is created and performed.
- Describe, compare and evaluate different types of music using a range of musical words.

<p>Evaluation progression:</p> <ul style="list-style-type: none"> • Comment on the effectiveness of their own work, identifying and making improvements <p>Composition progression:</p> <ul style="list-style-type: none"> • Create simple rhythmical patterns that use a small range of notes • Perform a repeated pattern to a steady pulse • Begin to join simple layers of sound E.G: A background rhythm and a solo melody • Create music to express a mood / emotion • Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes • Select instruments carefully to describe visual images • Begin to recognise simple 	<ul style="list-style-type: none"> • Comment on the effectiveness of their own work, identifying and making improvements based on the intended outcome. <ul style="list-style-type: none"> • Play and perform parts with an increasing number of notes, beginning to show musical expression by changing the dynamics. • Use ICT to change and manipulate sounds (garageband) • Create rhythmical patterns that use an increasing range of notes • Compose music in pairs and make improvements to their own work • Join layers of sound, 	<ul style="list-style-type: none"> • Comment on the effectiveness of their own work, identifying and making improvements based on the intended outcome. <ul style="list-style-type: none"> • Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • Use ICT to change and manipulate sounds (garageband) • Identify and control different ways that percussion instruments make sounds • Create increasingly complicated rhythmic and melodic phrases within given structures • Explore, select, combine and use a range of different sounds to create a soundscape 	<ul style="list-style-type: none"> • Comment on the effectiveness of their own work, identifying and making improvements based on the intended outcome. <ul style="list-style-type: none"> • Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • Use ICT to change and manipulate sounds (garageband) • Play accompaniments with control and accuracy • Create different effects using combinations of pitched sounds • Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
--	---	---	--

<p>notations to represent music, including pitch and volume.</p>	<p>thinking about musical dynamics of each layer and understanding the effect</p> <ul style="list-style-type: none">• Create music that describes contrasting moods and emotions• Understand and begin to use established and invented musical notations to represent music	<ul style="list-style-type: none">• Write lyrics to a known song• Recognise and use a range of musical notations including staff notation.	<ul style="list-style-type: none">• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition• Compose a song to own lyrics based on everyday phrases• Use and apply a range of musical notations including staff notation to plan, refine and revise musical material.
--	--	---	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Stone Age to the Iron Age</p> <p>Recorder focus – introduce children to recorders continue for the rest of the year. Chn to learn B A G E D F C and high d</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Forces and Magnets</p> <p>Composing based on a narrative map from The Write Stuff</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>(Composing / performance focus)</p>	<p>Ancient Greece</p> <p>Listening /singing Children to create their own Greek rap</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>	<p>Mighty Earth</p> <p>Composing focus</p> <p>Hans Zimmer Earth https://www.bbc.co.uk/teach/ten-pieces/earth-by-hans-zimmer-ks2-lesson-plans/zn8j47h</p> <p>Singing and garageband</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>(Composing / singing / performance focus)</p>	<p>The Bigger Picture</p> <p>Listening focus – Music through the decades</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of</p>	<p>Ready, steady, grow!</p> <p>Charanga unit – How does music connect us with our planet?</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>(Composing / singing / listening / instrument performance)</p>

	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>(Instrument focus)</p>		<p>and musicians</p> <p>Develop an understanding of the history of music.</p>		<p>the history of music.</p>	
<p><u>All children to learn the recorder (as a focus at the start of the year but the children will then learn it when they have time in other parts of the school day). Recorder revisited again in final Charanga unit.</u></p> <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music 3. Listen with attention to detail and recall sounds with increasing aural memory 4. Use and understand staff and other musical notations 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 						
Y4	<p>Misty mountains, winding river</p> <p>Recorder focus – introduce children to</p>	<p>We are scientists!</p> <p>Listening focus – genres of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range</p>	<p>I am Warrior!</p> <p>Learn the Boudicca Rap and perform to each other/</p>	<p>States of Matter</p> <p>Composition based on a narrative map from the Write Stuff</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a</p>	<p>Traders and raiders</p> <p>Listening focus – Decades of music through 20th century</p>	<p>Electricity and sound</p> <p>Composition piece based on BBC ten pieces</p> <p>https://www.bbc.co.uk/teach/ten-pieces/rhapsody-in-blue-by-george-gershwin-ks2-lesson-plans/zbxcy9q</p> <p>Play and perform in solo and ensemble</p>

<p>recorders continue for the rest of the year. Recap on previous notes taught and progress.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>(Instrument focus)</p>	<p>of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>(Listening)</p>	<p>Roman Army</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>(Singing / performance)</p>	<p>range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>(Composition / performance)</p>	<p>Composition summer unit continued</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>(Listening focus)</p>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Composing / singing / listening / performance)</p>
<p><u>All children to continue learning the recorder. Instrument focus in Spring 1 but children to learn the instument throughout the year.</u></p> <p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>					

	<p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		
<p>Y5</p>	<p>Pharaohs / Island life 1 class learning glockenspiel (instrument focus – provided by PMH)</p> <p>If you aren't learning glockenspiel: Pharaohs composition unit – The Write Stuff Composition unit - The Write Stuff</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p><u>Alchemy island:</u></p> <p>Listening unit – Musical genres - Focus on rock, classical, jazz and pop and extend to</p>	<p>Off with her head / Stargazers 1 class learning glockenspiel (instrument focus – provided by PMH)</p> <p>If you aren't learning glockenspiel:</p> <p>Listening – Music through the decades (20th century)- link in with previous learning on genres.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Optional extra if time: Music express – The Truth about the Tudors song.</p> <p>Composition unit – The Write stuff (If you haven't already completed this in the</p>	<p>Scream machine / Ants in your plants 1 class learning glockenspiel (instrument focus provided by PMH)</p> <p>If you aren't learning glockenspiel:</p> <p>Composition focus for summer term – Ten Pieces</p> <p>Links in with ants in your plant's topic</p> <p>Vivaldi 'Winter' Four seasons</p> <p>https://www.bbc.co.uk/teach/ten-pieces/winter-from-the-four-seasons-by-vivaldi-ks2-lesson-plans/zvwbndr</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a</p>

	<p>other genres.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Autumn term)</p> <p>Composition unit - The Write Stuff (based on a narrative from Stargazers)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Any listening units you haven't completed from Autumn and Spring</p>
<p><u>All children to have peripatetic tuition throughout the year:</u> <u>Children to perform once every term in whole school assembly / WCIT concerts</u></p> <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music 3. Listen with attention to detail and recall sounds with increasing aural memory 4. Use and understand staff and other musical notations 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 			
<p>Y6</p>	<p>Battles and Blitz / Animal adaptations 1 class have ukulele tuition for</p>	<p>Robo-sparks / Hearts, health and happiness 1 class have drumming tuition for a</p>	<p>Mighty Mayans / Enterprise and entrepreneurs</p>

	<p>a term If you aren't learning ukulele ... Composition based on the Write Stuff (battles and blitz) <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Use and understand staff and other musical notations</i> <i>Develop an understanding of the history of music</i> (Composition focus / performance focus) Listening unit – Through the decades with a focus on genres (animal adaptations) <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p>	<p>term If you aren't learning ukulele... Notation unit – learning to read and compose on a staff alongside using a chime bar / glockenspiel (hearts, health and happiness) <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Use and understand staff and other musical notation</i> Composition unit: Links in with 'Tomorrow's world' topic Delia Derbyshire – Dr Who https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i> (Composition/ Improvisation focus)</p>	<p>Traditional Mexican music School play / leavers assembly music to prepare for that During Mighty Mayans unit – complete any outstanding music units that haven't been taught because of music tuition.</p>
--	--	--	--

	<p><u>All children to have a term of tuition throughout the year:</u></p> <ol style="list-style-type: none">1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression2. Improvise and compose music for a range of purposes using the inter-related dimensions of music3. Listen with attention to detail and recall sounds with increasing aural memory4. Use and understand staff and other musical notations5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		