The KS2 Music Curriculum at Cononley Primary School:

The content of our KS2 Music Curriculum has been organised using the headings from the National Curriculum: Performing, Composing and Appreciating. In addition, our curriculum identifies the key knowledge and skills which will be taught to each year group as discrete lessons, as well as being integrated into Performing, Composing and Appreciating lessons.

SUMMARY (from National Curriculum for Music 2014)

1. **Key Knowledge and Skills (developed discretely and threaded throughout all other areas):**	2. **Performing**	3. **Composing**	4. **Appreciating / Developing an Understanding of the History of Music:**
•listen with attention to detail and recall sounds with increasing aural memory (rhythm, pulse, pitch, tempo, dynamics, metre, structure) •use and understand staff and other musical notations	•listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations •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 •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

DETAIL

1. **Key Knowledge and Skills** (developed discretely and threaded throughout Performing, Composing, Appreciating & Developing Understanding of History of Music)	**Year 3** pupils will learn:	**Year 4** pupils will learn:	**Year 5** pupils will learn:	**Year 6** pupils will learn:
Pulse	Pupils will identify and respond to the pulse in compositions from a wide variety of musical genres. Reinforce difference between pulse and rhythm.			
Rhythm: pupils will be taught rhythm based on the Kodaly method.	Ta, ti-ti, ta-a Crotchet rest - sh Vocabulary: ostinato	Ta, ti-ti, ta-a, ta-a-a, ta-a-a-a, Quaver rest ostinato	As for Year 3 & 4 plus: ti-ka-ti-ka; ta-i ti (dotted rhythm)	As for Year 5 plus: syn-co-pa (syncopated rhythm) Standard names for rhythms will be introduced

Rhythm notation		Repeat marks Standard rhythm notation for above rhythms (crotchet, quavers, minim, dotted minim, semi-breve)	Standard rhythm notation for above rhythms (crotchet, quavers, minim, dotted minim, semi-breve, semi quavers, dotted crotchet plus quaver)	Standard rhythm notation for above rhythms (crotchet, quavers, minim, dotted minim, semi-breve, semi quavers, dotted crotchet plus quaver,)
Metre	Introduction to metre of 4. Vocabulary: Metre Bar beats	Metre of 4 Introduce metre of 2 and 3 Introduce time signature. Understand that top number shows the number of beats in a bar.	As for Year 3 & 4. Metre of 2, 3 and 4 Write a time signature for own compositions.	As for Year 5 Understand that the bottom number in a time signature refers to the type of note eg crotchet.
Pitch: using Kodaly method hand signals	Interval recognition So-mi La-so mi Do –re – mi Link to notes in a c major scale Vocabulary: Steps, leaps, repeats	Interval recognition: As for Year 3 plus: Do-re-mi-fa-so So-mi; mi-do Introduce Pentatonic scale	Interval recognition: As for Year 3 & 4 plus: Do-re-me-fa-so-la-ti-do Link to notes in a c major scale and pentatonic scale Vocabulary: ascending, descending	Interval recognition: Consolidate all previous work on intervals.
Pitch notation	Use letter names to record simple tunes.	Use letter names Introduce stave and treble clef. Recognise middle C Vocabulary: lines and spaces .	As for Year 3 & 4 plus: Learn how to read d,e,f,g by using middle C as a reference point.	Consolidation of work in previous years. Learn the mnemonics for the notes on the treble clef.
Dynamics	P – quiet pp – very quiet F – loud – ff – very loud	As for Year 3 plus: mf – quite loud getting louder –(crescendo) getting quieter – (decrescendo)	As for Years 3 & 4 plus: Crescendo and decrescendo Sf – sforzando –suddenly loud	Consolidation of work in previous years.
Tempo	Fast, slow, Walking pace (fairly slow) Moderate speed (medium pace)	As for Year 3 plus: Getting faster (accelerando), getting slower (rallentando) Understand that the tempo us the speed of the pulse.	As for years 3 & 4 plus: Introduce the following terms: Andante: walking pace Moderato: at a moderate pace Allegro : fast Accelerando, accel: getting faster	

			Rallentando, rall: getting slower	
Music Technology	2 Simple programs: compose a rhythm pattern / create music to tell a story or reflect an atmosphere.	2 Simple programs: create music to tell a story or reflect an atmosphere.	Busy Beats / Garage Band Creating a composition using main features of live loops and tracks. Create a composition to reflect a particular mood.	Busy Beats / Garage Band Creating a composition using main features of live loops and tracks. Create a composition to reflect a particular mood and refine and improve.
Tonality	Sad / happy	Major / minor	Major / minor Concord / discord	Major / minor Concord / discord
Melody (tune)	Link to pitches progression above.	Link to pitches progression above. C scale Pentatonic scale	Link to pitches progression above. C scale Pentatonic scale Minor scale	Link to pitches progression above. C scale Pentatonic scale Minor scale
Accompaniment	Ostinato	Drone Ostinato	Drone Chords Ostinato – tuned and untuned	Drone Chords Ostinato – tuned and untuned
Structure:	Year 3 & 4 Refrain Verse and Chorus Round Echo Repeat, repetition Call and Response		Year 5 & 6 - as for Year 3 & 4 plus introduce the following terms: AB (Binary form) ABA (ternary from) ABACADA etc (Rondeau form)	
2a) Performing: Singing	• Know importance of posture, diction, breathing • Copy a phrase • Awareness of pitch (see above) and shape of melody • Chant or sing a round in 2 parts • Sing verse/ chorus and call and respond songs	• Sing with musical expression matching character of song • Sing 2/3 part rounds • Copy short phrases with increasing accuracy • Copy and improvise simple tunes	• Sing a simple second part of a two part song with confidence • Maintain own part in a round • Sing with attention to dynamics, phrasing and pitch	Sing confidently in a wide variety of styles

2b) Performing: Using Instruments	• Keep a steady beat on an instrument in a group or individually • Maintain a rhythmic or melodic ostinato simultaneously with a pulse/ steady beat • Copy a short melodic phrase by ear on a pitched instrument • Play using symbols including graphic and / or simple traditional notation • Follow simple hand directions from a leader • Play music that includes RESTS •	• Maintain two or more different ostinato patterns in a small instrumental group against a steady beat • Use tuned percussion instruments to accompany songs and improvise • Play by ear – find known phrases or short melodies using tuned instruments • Play music in a metre of two or three time • Read and play from some conventional music symbols • Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.	• Read and play with confidence from conventional or graphic notation • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Lead/conduct a group of instrumental performers • Maintain a rhythmic or melodic accompaniment to a song • Maintain own part on a pitched instrument in a small ensemble	As for Year 5
3. Composing and Improvising (See also Music Technology above)	• Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure (see 'Structure' above)	• A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones** • A simple melody from a selected group of notes (i.e. a pentatonic scale) • Music that has a recognisable structure (see 'Structure' above)	• Arrange and compose simple songs reflecting the meaning of the words • Use a range of symbols (conventional or graphic) to record compositions.	As for Year 5
4. Appreciating / Developing an Understanding of the History of Music	• Listen to live/recorded extracts of different kinds of music and identify and use musical terms (see below) • Identify different instruments/ensembles	As for Year 3 plus: • Recognise music from different times and countries • Discuss effect of layers of sounds (texture) and/or effect of sound of	As for Year 4 plus: • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences	As for Year 5 plus: • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances

	• Identify structure	different instruments (timbre)		of their own and others' compositions.
Vocabulary for describing musical elements	Duration – beat, pulse, longer, shorter, sustained Texture – layering of sounds Tempo – see above Dynamics – see above Structure – see above Pitch- see above Timbre- sound quality of instruments	As for Year 3 plus: Metre Timbre Classical (general) Pop Rock Jazz	As for Y3& 4 plus: Genre/Style Baroque Classical (specific) Romantic Modern	As for Y3,4,& 5 plus: Chords Harmony
Knowledge of instruments and types of ensemble (to be linked with music and songs being taught as part of rolling programme)	names of percussion instruments used regularly in school (tuned and untuned) names of instruments which make up sections of orchestra (strings, woodwind, brass, percussion) brass band jazz band rock band keyboard: organ, harpsichord, piano, synthesiser vocal, choral, opera, acapella solo, duet, quartet Folk/ traditional ethnic instruments			

Rolling Programme for Key Stage 2: Music linked to other Curriculum Subjects, Core Classical Music and Music from Other Traditions

Children will learn:	Year A 2023-2024	Year B 2020 - 2021	Year C 2021 - 2022	Year D 2022 - 2023
Performing: Singing Repertoire All years: songs for Harvest, Christmas Carol Concert and Key Stage 2 Performance	**Chants:** Boom Chicka Boom Poppycock Pie **Singing Games:** Round De Boo Bop (I was going to Kentucky) Down Down Baby Not Last Night **Songs:**	**Chants:** Banana Split Grandma Grandma **Singing Games:** Round and Round we must go Hi Lo Chickalo	**Chants:** Who stole the Cookie Juba **Singing Games:** Charlie Over the Ocean Ding Dong I, I Me oh My Obwisana **Songs:**	**Chants:** Peanut Butter Jelly **Singing Games:** I like Ice cream Have You Ever Heard of the 7 Steps Snail Snail Where are you going? **Songs:**

	Oh you'll never get to heaven Epanay Che Che Kooley La Bamba Dipi Du **Rounds, Part & Partner Songs** Sally go round the Sun Oh When the Saints/ Swing Low / I'm Gonna Sing	There was one, there were two, there were three little angels **Songs:** Hello There Down by the Bay Ooh a Lay Lay My Aunt Came Back from Timbuktoo Zimbole Epo I Tai Tai e Tongo **Rounds, Part & Partner Songs:** Pease Pudding This Old Man/There was an old man/ John Brown had a little baby	Tongo Great Big House in New Orleans Shake the Papaya Down **Rounds, Part and Partner Songs:** First you make your fingers click Wimowey Amazing Egyptians: (Music Express)	Like a Roman Jambo Bwana Cheki Morena Cheki Ho Ho Wataney **Rounds, Part and Partner Songs:** Bravo Bravissimo Si,Si,Si Lou, Lou, Skip to my Lou/Seagull Seagull
Appreciating / Developing an Understanding of the History of Music: Core Classical Music				
For listening:	Winter from The Four Seasons – Vivaldi Enigma Variation- Elgar 5th Symphony –Beethoven Symphony - Ravi Shankar	Zadok the Priest- Handel Mars from the Planet Suite- Holst Horn Concerto – Mozart Symphony No1 in E Minor - Florence Price	In the Hall of the Mountain King - Grieg Rondo from Abdelazer – Purcell No Place Like – Kerry Andrew Carnival of the Animals – Saint Saens Extracts from Akhnaten – Philip Glass	The Lark Ascending- Vaughan Williams Mambo from West Side Story Bach – Toccata and Fugue in D Minor Music for 18 Musicians – Steve Reich
Appreciating / Developing an Understanding of the History of Music: Music from other traditions				

Instrumental	White Snow In Sunny Spring – Chinese composition (see Music Express)	Latin American Music: Salsa Jonny's Bugalu (Grupo X) (fusion)	West African Djembe Drumming Jazz: Miles Davies- Freddie Freeloader	Indian Raga Theme from Doctor Who – Delia Derbyshire
Vocal	African American Spirituals: Oh When the Saints/ Swing Low / I'm Gonna Sing /	Musical Theatre: Do-Re-Mi- / Favourite Things from The Sound of Music; Food Glorious Food/ Consider Yourself from Oliver! Pata Pata – Miriam Makebe	Rock and Roll: Rock around the Clock / Hound Dog	Traditional folk songs from the UK: Drunken Sailor, Skye Boat Song, Auld Lang Syne, Ilkley Moor B'aht 'at.