

Below outlines the learning focus for each term

National Curriculum KS2 End Points					
Performing	Using & Understanding	Composing	Listening	Appreciating	History of Music
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	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	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	Learning Focus				Cross Curricular links
	Knowledge	Skills			
Autumn	<p>Music's Cool – Recorder / Singing / Moving</p> <ul style="list-style-type: none"> To sing using several different vocal techniques, knowing which to use at which point. To know that using body sounds, words and silent movements can all represent beats in music. To know that movement, and sound can be inextricably linked through the natural impulse of beat and rhythm. Sing songs from memory with confidence To gain an understanding of how a woodwind instrument works – pitch and tube length correlation, using the left hand To recognise, read and play basic rhythmic notation To know the time era of “Early Music” To know the names of early musical instruments and how they were made and played. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Sing alone and with others with awareness of pitch and volume Coordinate body percussion patterns to music Perform sequences of body percussion movements with control and accurate timing To learn how to hold and play recorder with the left hand. To keep a pulse/beat on a wind instrument. To gain the co-ordination of fingers, breath and musical knowledge to read and play with the class Performance using the note B. Articulate notes correctly To work as a team to play melodies using the note B Read and clap rhythmic notations Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) Suggest and make improvements to their own work and comment using appropriate vocabulary Recognise common orchestral instruments To listen attentively “Early Music” describes music prior to 1600. The human voice was the most popular instrument because a lot of instruments had yet to be invented Investigate ancient Greek / Egyptian musical 			

		<ul style="list-style-type: none"> • Instruments • Listen to and discuss Adam De La Halle (composer) 	
Spring	<p>Music's Cool – Recorder / Singing / Body Percussion</p> <ul style="list-style-type: none"> • To sing using several different vocal techniques, knowing which to use at which point. • To know that using body sounds, words and silent movements can all represent beats in music. • Sing songs from memory with confidence • To sing in parts, or in rounds • To gain a greater knowledge of songs from other cultures other than those already known • To listen to different percussion instruments and learn how to distinguish between similar timbres. • To gain an understanding of how a woodwind instrument works – pitch and tube length correlation, using the left hand • To recognise, read and play basic rhythmic notation • To know when the Renaissance period was and the names of key renaissance composers 	<ul style="list-style-type: none"> • Sing alone and with others with awareness of pitch • Coordinate body percussion patterns to music • Perform sequences of body percussion movements with control and accurate timing <ul style="list-style-type: none"> • Keep a steady beat on their body with confidence at a range of tempi • Walk in time to music confidently • Subdivide a beat in duple or compound time (knee pat and clap) • To hold and play recorder with the left hand. • To keep a pulse/beat on a wind instrument. • To gain the co-ordination of fingers, breath and musical knowledge to read and play with the class • Performance using the note B and A • To work as a team to play melodies using the note B and A • Read and clap rhythmic notations • To listen to performances of other groups • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Suggest and make improvements to their own work and comment using appropriate vocabulary • Thomas Tallis 1505-1585 English • William Byrd 1538-1623 English • Claudio Monteverdi 1567-1643 Italian 	
Summer	<p>Music's Cool – Recorder / Singing / Body Percussion / Ensemble Development</p> <ul style="list-style-type: none"> • To sing using several different vocal techniques, knowing which to use at which point. • To know that using body sounds, words and silent movements can all represent beats in music. • Speak, clap and play more complex rhythmic patterns in the context of a beat (some from memory) • Improvise rhythms using body percussion 	<ul style="list-style-type: none"> • To listen to and recall sounds with increasing aural memory • Sing songs from memory • Sing new song with accurate pitches / tempo • Sing an ostinato • Sing a more complex 2 part song. • Play and sing in time with a group. • Speak and clap rhythmic patterns. • Compose rhythms using body percussion • Play a melody on recorder from staff notation and 	

	<ul style="list-style-type: none"> • Sing songs from memory with confidence • To sing in parts, or in rounds • To gain an understanding of how a woodwind instrument works – pitch and tube length correlation, using the left hand • Play a melody on recorder from staff notation and memory • To know key facts about Renaissance music and instruments 	<ul style="list-style-type: none"> memory. • Cover holes correctly for notes A/B/C/G • Articulate notes correctly • Use correct breath pressure • Play melodies from staff notation and by rote • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers • Use some Italian terms when talking of pitch, tempo, duration and dynamics • Tudor instruments: <ul style="list-style-type: none"> ❖ The Harp ❖ The Citole ❖ The Viol ❖ The Hurdy Gurdy ❖ The Psaltery ❖ The Rebec 	
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Ambition / Intent:

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Camrose, pupils gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Design / Implementation:

The music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programmes; Music Express in KS1 and using a music specialist teacher - Music's Cool programme across KS2.

Pupils learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact:

Our music curriculum is high quality, thoroughly planned and delivered to establish progression. Through the child's journey, their musical skills and understanding are built on year on year, from singing simple songs from memory and performing simple rhythm patterns in EYFS and KS1, to more advanced techniques skills, and understanding in lower KS2, further developing in upper KS2 where the children have the ability to read and follow a simple musical score.

Throughout all of this, the child's enjoyment of music is a key element, running alongside the taught musical skills and objectives.