

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning

Subject:

MUSIC

KEY STAGE 2 Rhythm and Pulse

Overview	<p>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.</p> <p>Pupils should be taught to:</p> <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. 			
Year Group	Year 3	Year 4	Year 5	Year 6
Topic	Rhythm and Pulse	Rhythm and Pulse	Rhythm and Pulse (Around the world in 80 days)	Rhythm and Pulse
Duration	6 weeks	6 weeks	Autumn 1 6 weeks	6 weeks
Key Learning: National Curriculum knowledge covered	<p>Use voices to create music with others.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Use voices to create music with others.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Use voices to create music with others.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Use voices to create music with others.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>

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	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Other Key Learning Rational			Linking with Around the World in 80 days, children will explore the history of music in different countries.	
Key Progressive Skills: National Curriculum skills covered	<p><u>Controlling Sounds through singing and playing.</u></p> <p>Sing songs in unison and two parts- To sing in unison, becoming aware of pitch.</p> <p>To play tuned and un-tuned instruments with control and accuracy- To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To practise, rehearse and present performances with an awareness of the audience- To think about others while performing.</p>	<p><u>Controlling Sounds through singing and playing.</u></p> <p>Sing songs in unison and two parts- To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play tuned and un-tuned instruments with control and accuracy- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To practise, rehearse and present performances with an awareness of the audience- To think about others while performing.</p>	<p><u>Controlling Sounds through singing and playing.</u></p> <p>Sing songs in unison and two parts- To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play tuned and un-tuned instruments with control and accuracy- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To practise, rehearse and present performances with an awareness of the audience- To maintain my own part and be aware how the different parts fit together.</p>	<p><u>Controlling Sounds through singing and playing.</u></p> <p>Sing songs in unison and two parts- To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>To play tuned and un-tuned instruments with control and accuracy- To play and perform with accuracy, fluency, control and expression.</p> <p>To practise, rehearse and present performances with an awareness of the audience- To think about the audience when performing and</p>

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				how to create a specific effect.
Key Vocabulary National Curriculum and other	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.			