

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning Subject: **MUSIC** **KEY STAGE 2 Instrumental Activities**

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	Instrumental Activities	Instrumental Activities	Instrumental Activities (The Mayan Chocolate Adventure)	Instrumental Activities
Duration	6 weeks	6 weeks	Spring 1 6 weeks	6 weeks
Key Learning: National Curriculum knowledge covered	<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>Appreciate and understand a wide range of high-quality live</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>Appreciate and understand a wide range of high-quality live</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>Appreciate and understand a wide range of high-quality live and</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>Appreciate and understand a wide range of high-quality live</p>

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	<p>and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<p>Key Progressive Skills: National Curriculum skills covered</p>	<p style="text-align: center;"><u>Creating and developing musical ideas</u></p> <p>Improvise, developing rhythmic and melodic material when performing- To create simple rhythmical patterns that use a small range of notes.</p> <p>To know that music is produced in different ways and described through relevant established and invented notations. To begin to recognise simple notations to represent music, including pitch and volume.</p>	<p style="text-align: center;"><u>Creating and developing musical ideas</u></p> <p>Improvise, developing rhythmic and melodic material when performing- To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To know that music is produced in different ways and described through relevant established and invented notations. To understand and begin to use established and invented musical notations to represent music.</p>	<p style="text-align: center;"><u>Creating and developing musical ideas</u></p> <p>Improvise, developing rhythmic and melodic material when performing- To create increasingly complicated rhythmic and melodic phrases within given structures</p> <p>To know that music is produced in different ways and described through relevant established and invented notations. To recognise and use a range of musical notations including staff notation.</p>	<p style="text-align: center;"><u>Creating and developing musical ideas</u></p> <p>Improvise, developing rhythmic and melodic material when performing- To 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> <p>To know that music is produced in different ways and described through relevant established and invented notations. To use and apply a range of musical</p>

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				notations including staff notation, to plan, revise and refine musical material.
<p>Key Vocabulary National Curriculum and other</p>	<p>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.</p>			