

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning Subject: **MUSIC** **KEY STAGE 2 Singing Games**

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	Singing Games	Singing Games	Singing Games The Shang Dynasty of Ancient China	Singing Games
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>
Other Key Learning Rational			<p>Children research the history of music for ancient China. The ancient Chinese were the first to divide instruments into groups. They divided them into eight categories, sorted by the material with which an instrument was made. The categories were silk, bamboo, hide, clay, gourd, metal, stone, and wood.</p>	
Key Progressive Skills: National Curriculum skills covered	<p><u>Responding and reviewing appraising skills</u></p> <p>Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language- To explore and</p>	<p><u>Responding and reviewing appraising skills</u></p> <p>Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language- To recognise and explore the ways sounds can be</p>	<p><u>Responding and reviewing appraising skills</u></p> <p>Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language- To describe, compare and evaluate</p>	<p><u>Responding and reviewing appraising skills</u></p> <p>Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language- To describe,</p>

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	<p>comment on the ways sounds can be used expressively.</p> <p>To reflect on and improve own and others work in relation to its intended effect- To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>combined and used expressively and comment on this effect.</p> <p>To reflect on and improve own and others work in relation to its intended effect- To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome</p>	<p>different types of music beginning to use musical words.</p> <p>To reflect on and improve own and others work in relation to its intended effect- To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p> <p>To reflect on and improve own and others work in relation to its intended effect- To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>
<p>Key Vocabulary National Curriculum and other</p>	<p style="text-align: center;">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>			

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