

## Music LKS2

Throughout the year the children will cover a variety of aspects of the music curriculum to ensure all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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| <b>Autumn 1</b> | <p><b>Lincolnshire Music Service</b><br/><b>Distant Mountains</b></p> <ul style="list-style-type: none"> <li>• Sing an action song that spans an octave:</li> <li>• use 'thinking' voices</li> <li>• Sing a round; create rhythmic ostinati Listen to 'Night on a bare mountain' and name orchestral instruments Incorporate dynamics into a song and add <i>forte</i> or <i>piano</i> for dramatic effect</li> <li>• Create a rhythmic march accompaniment using dotted rhythms</li> <li>• Work out a melody by ear Identify <i>forte</i> and <i>piano</i> sections and a changing <i>tempo</i> in a recorded piece</li> <li>• Sing a song based on the melodies found in 'Night on a bare mountain'.</li> <li>• Learn to play a bell chime sequence</li> <li>• Play bells chimes and compose their own Listen to 'Night on a bare mountain' and identify features</li> <li>• Sing songs in a variety of styles and traditions with more confidence, increasing the number sung from memory</li> <li>• Sing <i>forte</i> /<i>piano</i> and use these terms when describing recorded music</li> <li>• Play tuned percussion or a melodic instrument with increasing confidence</li> </ul> |
| <b>Autumn 2</b> | <p><b>Lincolnshire Music Service</b><br/><b>Stamp, Clap Sing</b></p> <ul style="list-style-type: none"> <li>• Sing responses in a call &amp; response song, adding actions</li> <li>• Create body percussion patterns</li> <li>• Use 'thinking' voices Sing whilst performing actions on specific beats within 4/4 time</li> <li>• Sing a song with a partner, while performing coordinated actions Perform partner songs accurately, listening for balance</li> <li>• Sing phrases in one breath 3/4 5/6</li> <li>• Perform a cumulative song in another language whilst performing a series of actions</li> <li>• Create an action song set to a familiar tune</li> <li>• Sing songs with increasing accuracy of pitch and an awareness of the shape of a melody</li> <li>• Sing songs with a recognised structure e.g. Verse and chorus Perform action songs and perform demonstrating an awareness of the character or style</li> <li>• Chant or sing a round in two parts</li> </ul>   |
| <b>Spring 1</b> | <p><b>Lincolnshire Music Service</b><br/><b>Songs and Soundscapes</b></p>   |

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|                 | <ul style="list-style-type: none"> <li>• Learn the term ternary form and identify sections within known songs.</li> <li>• Feel the beat in triple time and know the term waltz.</li> <li>• Understand the purpose of songs and be able to sing in an appropriate style. Pitch jumps accurately</li> <li>• Use stave notation to read and play tuned percussion C to C Create rhythmic ostinato to accompany simple song.</li> <li>• Listen to a performance by a swing orchestra and an example of scat singing</li> <li>• Sing a swing-style song with a scat part Listen to the sounds of a rain forest, ready to incorporate ideas into improvisation</li> <li>• Sing a song with a repeated chordal accompaniment</li> <li>• Sing a song with a two- part chorus</li> <li>• Develop improvisation into composition</li> <li>• Sing and play music in a metre of 2, 3 or 4, and understand the term time signature Copy short phrases and be able to sing up and down in step, independently. Follow a leader, stopping / starting, playing faster / slower and louder / quieter with a sense of ensemble Music that describes feelings or moods (e.g rainforest interludes), using dynamics, different tempi, different timbres</li> </ul> |
| <b>Spring 2</b> | <p><b>Charanga Stop</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>  |
| <b>Summer 1</b> | <p><b>Charanga Lean on Me</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>  |
| <b>Summer 2</b> | <p><b>Charanga Blackbird</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>   |