

Music UKS2

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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| Autumn 1 | <p>Livin' On A Prayer – Y5- Charanga</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. |
| Autumn 2 | <p>Classroom Jazz 1 – Y5 Charanga</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. |
| Spring 1 | <p>Make You Feel My Love – Y5 Charanga</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 |

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| | <ul style="list-style-type: none"> ▪ 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. |
| Spring 2 | <p>Travel in style - Lincolnshire music service</p> <p>Sing a round in 2,3 and 4 parts Learn a rap; segue to a song Listen to a jazz piece involving scat singing Explore timbre and rhythms to create a train travel soundscape vocally Transfer rhythms on to untuned percussion and build a textured piece Explore syncopated rhythms over a bassline inspired by Take the A train Improvise in the pentatonic to create a class composition with a beginning, middle and end Explore melody in a call and response structure Respond to changes in tempi Compose melodies in the pentatonic to create a class/group composition with a beginning, middle and end.</p> |
| Summer 1 | <p>Fabulous Fanfares -Lincolnshire music service</p> <p>Explore major triads including those heard in Fanfare for the Common Man Responding to and repeating a rhythm with untuned percussion Sing a three- note fanfare song with changing time signatures Improvise, work with major triads Use technology to copy, paste, loop and arrange their own versions Create echo fanfares with triads Extend phrases by adding pairs' compositions together Perform, record, refine and repeat Create a class/group fanfare, fit for a royal visit, exploring C major and G major triads Explore characteristics of various styles and traditions (fanfares; band music) Compose a piece with chords that reflects given intentions, e.g. descriptive music Use musical vocabulary and knowledge to help identify areas for development or refinement when composing Use technology to keep a record of work in progress and record performances</p> |
| Summer 2 | <p>Travel in style- Lincolnshire music service</p> <p>Sing a round in 2,3 and 4 parts Learn a rap; segue to a song Listen to a jazz piece involving scat singing Explore timbre and rhythms to create a train travel soundscape vocally Transfer rhythms on to untuned percussion and build a textured piece Use technology to loop and edit compositions Explore syncopated rhythms over a bassline inspired by Take the A train Improvise in the pentatonic to create a class composition with a beginning, middle and end Use technology to loop and edit rhythm work Explore melody in a call and response structure Respond to changes in tempi Compose melodies in the pentatonic to create a class/group composition with a beginning, middle and end. Record melodies; edit, copy and paste Maintain own part on a tuned/untuned instrument in a small ensemble Perform with sensitivity to different dynamics, tempi Improvise; developing ideas, using musical devices such as texture created by layering rhythmic and melodic ostinati. Through listening, distinguish differences in timbre between a variety of instruments</p> |