

Lower Key Stage 2 Music			
Music Strand	Skills	Learning Objectives:	Teacher Guidance (NC statements and guidance)
Listening and Appraising	M1	To listen to and comment on the style, lyrics and composition of a range of songs and how music makes me feel	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <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> <ul style="list-style-type: none"> <li>• To know five songs from memory and who sang or wrote them</li> <li>• To know the style of the five songs</li> <li>• To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>- Some of the style indicators of that song</li> <li>- The lyrics</li> <li>- Any musical dimensions features in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the song (introduction, verse, chorus, etc)</li> </ul> </li> <li>• Name some of the instruments they heard in the song.</li> </ul>
Games	M2	To know how pulse, rhythm and pitch work together to create a composition	<ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse</li> <li>• Know the difference between pulse and rhythm and how they work together to create a song</li> <li>• Know that every piece of music has a pulse/steady beat</li> <li>• Know the difference between a musical question and an answer</li> <li>• Know and be able to talk about: <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: finding the pulse</li> <li>• Rhythm: the long and short patterns over the pulse</li> </ul> </li> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep an internal pulse</li> <li>• Take musical leadership to create musical ideas for a group to copy or respond to</li> </ul>

Singing	M3	To sing in unison and in two parts with an awareness of pulse	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Know and be able to talk about:</li> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group requires you to listen to each other</li> <li>• Know why you must warm up your voice</li> </ul>
Playing	M4	To play different parts of a song on tuned instruments from memory or using notation	<p>Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Know and be able to talk about the instruments used in class (a glockenspiel, a recorder or xylophone)</li> <li>• Know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
Improvisation	M5	To use musical instruments to make up my own tunes on the spot using one or two notes	<p>Improvise music for a range of purposes using the inter-related dimensions of music</p> <p>Know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making your own tunes up on the spot</li> <li>• When someone improvises, they make up their own tune, which has never been heard before. It is not written down and belongs to them.</li> <li>• Know that using one or two notes confidently is better than 5</li> <li>• Know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• Know that you can use some of the riffs you have heard in the warm up challenges</li> </ul>
Composition		To create a simple melody using up to 5 notes and talk about how it was created	<p>Compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other notations</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music is created by you and kept in some way. It's like writing a story and can be played again and again</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>

<b>Performance</b>		<b>To choose what to perform and create a musical programme</b>	<b>Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>  Know and be able to talk about: <ul style="list-style-type: none"><li>• Performing is sharing music with other people, an audience</li><li>• You need to know and have planned everything that will be performed</li><li>• You must sing or rap words clearly and play with confidence</li><li>• A performance is a special occasion and involve an audience of people you don't know</li><li>• It is planned and different for each occasion</li><li>• It involves communicating feelings, thoughts and ideas</li></ul>
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