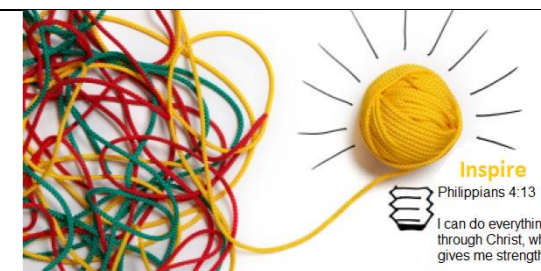




# KS2 Music Concept and Curriculum Map



Singing	Listening	Composing	Performing	Musicianship
Developing pitch, melody, rhythm and control individually and as part of a group.	Exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features.	Improvising, composing, notating.	Singing, playing instruments as an individual and in groups. Practising, rehearsing, presenting, recording, evaluating.	Understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form.

## Anning

## Zephaniah

**Curriculum Content**

- play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (singing, performing, musicianship)
- improvise and compose music for a range of purposes (composing)
- Listen with attention to detail (listening)
- Explore the use of staff and other musical notations (musicianship, composing)
- appreciate and understand a wide range of high-quality live and recorded music (listening)

**Charanga Musical School half term unit titles (Year A):**

- Writing down Music
- Playing in a band
- Compose using imagination
- Feelings through music
- Expression and Improvisation
- The Show Must Go On

**Charanga half term unit titles (Year B)**

- Musical Structures
- Exploring Feelings when you play
- Compose with your friends
- More musical Styles
- Enjoying improvisation
- Opening Night

**Curriculum Content**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (singing, performing, musicianship)
- improvise and compose music for a range of purposes using the inter-related dimensions of music (composing)
- listen with attention to detail and recall sounds with increasing aural memory (listening)
- Develop the use and understanding of staff and other musical notations (musicianship, composing)
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (listening)
- develop an understanding of the history of music (listening, musicianship)

**Charanga Musical School half term unit titles (Year A):**

- Melody and Harmony in Music
- Sing and Play in Different Styles
- Composing and Chords
- Musical Styles Connect Us
- Improvising with Confidence
- Farewell Tour

**Charanga half term unit titles (Year B):**

- Music and Technology
- Developing Ensemble Skills
- Creative Composition
- Enjoying Musical Styles
- Freedom to Improvise
- Battle of the Bands!

### Skill Progression

- know five songs from memory and who sang them or wrote them.
- know the style of the five songs.
- Compare two songs in the same style, talking about similarities and differences
- Choose one song and be able to talk about the lyrics, what it is about, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song and name some of the instruments within the song
- find and demonstrate the pulse
- define the difference between pulse and rhythm
- Know how pulse, rhythm and pitch work together to create a song
- Sing in unison and in simple two-parts
- Demonstrate a good singing posture
- Follow a leader when singing
- Show an awareness of the need to warm up a voice and sing with awareness of being 'in tune'
- have an awareness of the pulse internally when singing
- Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation
- rehearse and perform their part within the context of the Unit song
- Listen to and follow musical instructions from a leader
- Help create at least one simple melody using one, three or five different notes
- Plan and create a section of music that can be performed within the context of the unit song
- Talk about how it was created
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- To talk about the best place to be when performing and how to stand or sit
- Record the performance and say how they were feeling, what they were pleased with what they would change and why.

### Skill Progression

- To identify and move to the pulse with ease
- Think about the message of songs
- Listen carefully and respectfully to other people's thoughts about the music.
- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences
- Listen carefully and respectfully to other people's thoughts about the music.
- Begin to use musical words to present or discuss music
- Talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.
- Rejoin the song if lost
- Listen to the group when singing
- Talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- Sing in unison and to sing backing vocals
- Experience rapping and solo singing.
- Listen to each other and be aware of how you fit into the group.
- Improvise using instruments in the context of a song to be performed
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song
- Explain the keynote or home note and the structure of the melody
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- Choose what to perform and create a programme
- Communicate the meaning of the words and clearly articulate them
- Talk about the venue and how to use it to best effect
- Record the performance and compare it to a previous performance
- Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"