

National Curriculum Key stage 2 Music

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.

Pupils should be taught to:

- **KS2A** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **KS2B** improvise and compose music for a range of purposes using the interrelated dimensions of music
- **KS2C** listen with attention to detail and recall sounds with increasing aural memory
- **KS2D** use and understand staff and other musical notations
- **KS2E** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- **KS2F** develop an understanding of the history of music

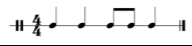
The General Musicianship strand of WCIT uses songs and games in a Spiral Curriculum– revisiting all the inter-related dimensions of Music; pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notation developing more depth and understanding each time. This is done using simple songs; partner songs and rounds, call and response games chants and visual aids. There should be clear progression through the year and children should be continuously growing in confidence and understanding, all evidenced through the standard of singing, developing increasingly complex songs and rhythmic understanding. This will build a strong framework on which to build their practical instrumental skills.

SEND/Further Support- consult with class teacher/relevant member of school staff to ensure appropriate support during the class and concerts. Approaches will be tailored according to specific needs of individual students. Include: simplified repertoire, reward activities such as pointing, conducting, counting the class in, providing pulse, playing the specific piece on an unpitched instrument. Provide suitable moments for student demonstration regardless of level of activity, this includes making musical choices. Provide simplified notation, coloured stickers to find notes on the instrument-

Typical resources: Mp3 player, projector/whiteboard- internet connectivity, hard copies of charts in case of technical issues, pointer/conducting stick, flash cards for all notes and rhythms to be covered, teacher instruments, electronic drum device/app, spare stings, reeds, mouthpieces for quick repairs,

All repertoire is suggested and should serve as a guide to appropriate levels

TERM 1

	Learning Objectives (LO)	Whole Class: General Musicianship (GM)	Whole Class: With Instruments	Backup Lessons	Stretch and Challenge	SEND/Further support
1	<ul style="list-style-type: none"> • Introduce teachers and develop rapport with the class • Present instrument(s) and build excitement about the course • Involve the class in music making and listening • Introduce names of strings and parts of the instrument • Learn to hold instrument • Introduce right hand apoyando technique • Explore simple rhythms and pulse in 4/4 	<ul style="list-style-type: none"> • Teacher/s play something to class- questions on the performance/posture/playing style KS2D KS2A • Ice Breaker. In a circle get children to copy actions or facial expressions, add sounds and dynamic contrasts. Talk (very) briefly about loud and soft KS2C • Name Game (circle) KS2D • Say names in rest. Use app/keyboards drum beat or other instrumental track and get students to notice/feel the steady beat KS2C • Clapping back rhythms in 4/4. Introduce idea of groups of 4 beats. Get students to lead KS2C • Don't Clap This One Back KS2C 	<ul style="list-style-type: none"> • Place guitars in circle on cases, necks pointing in (1 between 2) • Parts of guitar. Strings, (cat gut!) Body, neck, head, sound hole • String names E and B. Get children to choose animal names E = hands in air, B=hands on head) KS2D KS2A • Play however they want (thumb or fingers) E for Eagle, B for Buffalo, etc KS2A • Strum and pass it round KS2A KS2C • Finish with Mulberry Boogie -Listen to backing track and discuss genre, history of blues KS2F Say the notes with shh shh. Clap the notes with oi oi. Try to play it with the accompaniment/Backing track (BT) KS2A 	<ul style="list-style-type: none"> • Practice playing position. Footstools under left leg KS2A • Walking fingers i and m on E string. Walking right hand fingers in the air and on body of guitar- rabbit ears KS2A • Right hand apoyando rest stroke) on 1st string (Walking E for Eagles shh shh. Then finish with down strum on 6 strings. <i>(Give more of an intro and demonstrate once)</i> KS2A • Strumming and tapping on open strings KS2A 	<ul style="list-style-type: none"> • Position/listening game competition- fun KS2C • For those who already play, more challenging and faster walking position- ask them to demonstrate a fretted note to peers KS2A • Ask them to assist anyone who needs extra help 	<ul style="list-style-type: none"> • If not discussed already, talk to class teacher about any additional needs in the class, how best to approach and whether any additional resources may be required • Pencil the letter names on bridge and / or colour code strings KS2D • Could keep guitar on lap to explore use for percussion
2	<ul style="list-style-type: none"> • Develop good playing posture • Develop listening • Walking fingers using apoyando. • Recognise ♩ and their rests (walks and runs) • Introduce improvisation through call and response • Revise E & B 	<ul style="list-style-type: none"> • Entrance music- Play another style of blues and discuss eg Mannish Boy by Muddy Waters (First 2 verses) KS2E KS2F • Ice Breaker. In a circle get children to copy actions or facial expressions, add sounds and dynamic contrasts. Talk (very) briefly about loud and soft KS2C • Whisper game. Pass round circle-quicker responses KS2C • Bongolo/Telephone Song for names • Revise parts of guitar. Strings, Body, neck, head, sound hole and add frets • Don't clap this one back KS2C • Flash cards crotchets & quavers (use walks and runs) KS2D 	<ul style="list-style-type: none"> • Guitars resting against the benches/chairs facing the whiteboard • Playing position. "Show me left hand, put on left leg. Put guitar on left leg". (walk around to help them) KS2A • Introduce the rest position on the lap KS2A • Right thumb in the air and strum. Call and response strumming- loud (f) and soft (p) KS2A • Right hand Bunny ears (in rest position) Walk all over the guitar and neck. Try the "Moon Walk" kinaesthetic KS2A • Playing position. First i finger then m finger, then silent walking on the string, (stroke the string, don't pull) then copy rhythms. Keep reminding about floppy right arm KS2A • Mulberry Boogie. Sing, clap and play. Choose a pointer KS2A KS2D • Shaky. Sing with backing track and chart 2 and hand actions KS2A 	<ul style="list-style-type: none"> • Encourage rest stroke with "moon walk" call and response KS2A • Play Shaky-split into groups, 1 sing, 1 play, 1 hand actions KS2A KS2D • Strumming. Introduce 3 string E minor chord. (don't name it) KS2A • Improvising – call and response clapping and notes using E & B- then improvise over Mulberry Boogie accompaniment KS2B • Revise parts of guitar. Strings, Body, neck, head, sound hole and add frets • Revise walking fingers i and m on E string KS2A 	<ul style="list-style-type: none"> • Try playing any of the songs by memory/not looking at chart or strings KS2A • Ask if anyone knows other names for walks and runs and share KS2D • Speed challenge- walking fingers KS2A 	<ul style="list-style-type: none"> • Assess individual needs and plan ahead accordingly- • Check to see if keeping a pulse and give opportunity to demonstrate- use the orb or percussion KS2C
3	<ul style="list-style-type: none"> • Consolidate posture, hand positions and relaxation • Learn note-reading for open strings, and combine with rhythm notation for crotchets & quavers • Introduce new note G • Introduce minims (strolls) 	<ul style="list-style-type: none"> • Entrance Music- Classical/Spanish Quick discussion- link to Spanish Bee KS2E • Quick call and response rhythms KS2C • Revise Telephone Song/Bongolo for names KS2C • Hand movements for E and B. E hands in air. B hand on head. Add G hands on shoulders • Flash card rhythms made up of notes learned so far KS2D • Kelele call and response song from Ghana.- Discuss from Ghana and Water Carrying Include dynamic contrasts KS2E KS2F 	<ul style="list-style-type: none"> • Revise rest position. Quiz-use teams- parts of guitar. Strings, Body, neck, head, sound hole, frets, and tuning pegs KS2A • Revise playing position. Show me left hand, put on left leg. Put guitar on left leg. (walk around to help them) KS2A • Right thumb in the air and show strumming on top three strings. Do a call and response strumming session. (Strum, rest, strum, rest, stamp, stamp, stamp.....) Play an E minor melody while they do strum, rest KS2A • Add the G (hands on shoulders for signal) KS2D • Go through whole process of walking fingers and then do silly rhythm and do call and response. Be really clear about them having to listen before they play. Keep reminding about floppy right arm. Elephant's trunk KS2C • Sing words to Spanish Bee along to backing track- tell story of the song to give it context KS2A KS2E • Run through Mulberry Boogie to backing track- use slow version if needed KS2A KS2F 	<ul style="list-style-type: none"> • Spanish Bee-Give each student a different task and swap around- Words, sing notes, clap, point, Stop suddenly and ask if anyone knows where we are. Choose a strong pointer and play it KS2A • Revise shaky with backing track KS2A KS2D • Em chord. "strum with your thumb". Call and response with chords- name it now KS2A • Improvising – call and response clapping and notes using E B G- Check development of apoyando KS2C • Get them to create their own call with current notes KS2B 	<ul style="list-style-type: none"> • As in weeks 1 and 2 • If they can already read music, ask them to draw notes on stave for the others to learn KS2D • Choose pointers- • Volunteer caller for Kelele 	<ul style="list-style-type: none"> • Use orb or percussion for any student struggling with physical demands of the guitar. Label the notes clearly KS2D

	Learning Objectives (LO)	Whole Class: General Musicianship (GM)	Whole Class: With Instruments	Backup Lessons	Stretch and Challenge	SEND/Further support
4	<ul style="list-style-type: none"> Stave notation- E, B & G on treble clef- stave Improve singing quality Internalise pulse and create own 4 beat rhythms 	<ul style="list-style-type: none"> Singing warm up- talk about breathing. Sing song “Over the Mountain” Use 4 beat flash cards. Get them to create their own rhythms KS2B KS2D Body parts = notes. E = hands in air. B = hands on head and G = shoulders, One teacher plays guitar while the other points to body part KS2C Kelele KS2A 	<ul style="list-style-type: none"> Over the Mountain- sing and play notes from flash cards and their own 4 beat rhythms KS2A KS2D Revise E B G notes with “Open All Strings” use backing track- Revise and consolidate previous pieces: Shaky, Spanish Bee & Mulberry Boogie KS2A 	<ul style="list-style-type: none"> Label guitars and cases- this will take most of the time Start to think about creating fixed groups based on personalities and attitude Run through Shaky KS2A 	<ul style="list-style-type: none"> Speed challenge with walking fingers KS2A 	<ul style="list-style-type: none"> Percussion and orb Work on easier positions for those that are struggling
5	<ul style="list-style-type: none"> Extending vocal range and improving quality of tone- Incorporating clapping and pulse work into a vocal piece Beginning a composition develop string change technique Improving speed and dexterity on the instrument Understanding difference between minor and major (Big Blue Bear and Spanish Bee) 	<ul style="list-style-type: none"> Vocal warm up “copy me” – start from simple movements and gestures and move towards echoing back scales and clapping, mix up rhythms with don’t clap this one back KS2C Flash cards of various rhythms. Ask the children if they can identify flash cards. Make sure to have flash card for don’t clap this one back KS2D Over the Mountain with walking fingers actions. Replace “walk, walk, walk” words with other rhythms from flashcards KS2D KS2A Introduce Minims KS2D Skeleton Stomp. (clapping, clicking, stamping the rhythm) 	<ul style="list-style-type: none"> Walking fingers i and m on E, B, G. Do call and response. (Short) Be really clear about them having to listen before they play KS2C Composition Choose favourite game colour & animal to produce own rhythm-then ask them to chose order of notes- write on whiteboard- what does it sound like-/ what shall we call it? KS2B Big Blue Bear. New piece to develop string changes over 3 strings. Use actions walking in the air with right hand. Big movements, climbing down the stairs. Sing words – emphasise the “sad” aspect because of minor key. Get children to sing with sad faces, no smiling allowed! Hand gesture for “smelly fish” KS2D KS2A Vote on favourite piece to finish 	<ul style="list-style-type: none"> Big Blue Bear- from notation only: name notes, sing notes, select pointer based on good behaviour, play notes, clap rhythm, chose someone to count in and discuss speed and pulse KS2D KS2A 	<ul style="list-style-type: none"> Choose someone to play one of the pieces based on attitude to home practice and ask others to comment and appraise in a positive manner 	<ul style="list-style-type: none"> Ask to point/conduct- use classroom assistant to support if needed
6	<ul style="list-style-type: none"> Play with a good tone with free movement across all strings Learn to appreciate the value of practice (instruments home this week) Develop improvisational skills in terms of mood, character Appreciation of forte and piano dynamic contrast 	<ul style="list-style-type: none"> Genius/Switch – Teacher clap 2nd rhythm while students respond to the first. Start easy by using a simple, 4 crotchet rhythm every 2nd rhythm. KS2C Introduce semibreve (stand 2 3 4) KS2C crotchet rests, quavers, minims and semibreves- demonstrate and then work in pairs KS2D Forte and Piano clapping- questioning KS2D Skeleton Stomp KS2C KS2A 	<ul style="list-style-type: none"> Don’t Play This One Back (dynamics and more complex rhythms), then give leadership to winner of ‘best playing position’ of the week’ KS2B KS2C All pieces to this point emphasise alternate I & M fingers with right hand KS2A Guitar ‘conversations’ in pairs – freestyle! Not so much focus on the notes, rhythm or length of improvisation, but thinking about character, mood, dynamics. KS2B KS2D Composition KS2B 	<ul style="list-style-type: none"> Taking guitars home. Go over dos and don’t’s in letter etc. Give out books and explain how to use Revise tunes so far with backing tracks KS2A 	<ul style="list-style-type: none"> In GM Genius/Switch, invite child to lead 	<ul style="list-style-type: none"> In GM Genius, keep the beat for everyone on percussion instrument Get children to create pulse
7	<ul style="list-style-type: none"> introduce 2 x pieces with full notation and no letter names Improved recognition on notes on stave without letters Connect this to improvisation/composition 	<ul style="list-style-type: none"> Revision of E, B, G on stave with quiz and games KS2D Revision of rhythm flash cards and their full names KS2D Kelele with a volunteer caller KS2C Listen and watch dramatic classical piece such as Fantasia 2000- Beethoven 5th KS2E KS2F 	<ul style="list-style-type: none"> Slovak Dance- Quiz on notes- sing notes with actions along to backing track KS2D - divide into groups allocate tasks KS2A Play through slow motion to teacher accomp- forte and piano Play along to backing track KS2C Easy Peasy Blues as above KS2D KS2A Composition KS2B Best listen to choose favourite piece to play 	<ul style="list-style-type: none"> Children to write crotchets/quavers/minims on white board– introduce idea of being able to write down improvisation KS2B+D Practise Big Blue Bear for string crossing revision KS2A 	<ul style="list-style-type: none"> Accurately notate their 2-bar improvisation KS2D KS2B String crossing over all strings KS2A 	<ul style="list-style-type: none"> Hand actions for those that find it a challenge to write or identify on page KS2D
8	<ul style="list-style-type: none"> Consolidate learnings from previous weeks and prepare for concert Add left hand fretted note A (finger 2) 	<ul style="list-style-type: none"> Kelele KS2A Rhythm Clock KS2D Choose some of the announcers in conjunction with class teacher- Agree what they will say and make a note so they can learn it confidently- Model concert etiquette including announcing and bowing, and discuss their upcoming performance KS2E KS2A 	<ul style="list-style-type: none"> Revise: Mulberry Boogie, Shaky, Spanish Bee, Big Blue Bear, Slovak Dance, Easy Peasy Blues KS2A KS2F Perform to the children (teacher duet) – talk about mood, character, techniques KS2F Show A note- emphasise proper technique-thumb low (alright mate) and behind the neck of guitar, tunnel, fingertip, bent 2nd finger KS2A Composition KS2B Allow to practice in groups- go round to help them 	<ul style="list-style-type: none"> Singing and checking notes of repertoire for forthcoming concert- individual attention KS2A Revise note A with on and off (G to a to G) call and response KS2A 	<ul style="list-style-type: none"> Small scale of G, A, B, A, G call and response KS2A Ascending and descending challenge on notes learned so far KS2A 	<ul style="list-style-type: none"> Option to sing and do hand signals or beat pulse/rhythm on instrument/orb
9	<ul style="list-style-type: none"> Consolidate learnings from previous weeks and prepare for concert Revise note A with new piece Develop performance skills, playing a variety of rep in various styles and speeds 	<ul style="list-style-type: none"> Kelele Decide callers and practice for concert Establish concert order, select announcers for the concert and practise announcements so there is no need to prompt KS2A Show Reggae GA GA chart and sing through with BT KS2D 	<ul style="list-style-type: none"> Memorise as much repertoire as possible KS2C Revision of order of pieces with introductions KS2A Reggae GA GA (new note A) Sing Play KS2D Finish Composition KS2B 	<ul style="list-style-type: none"> Ask which pieces they need to work on most Remind about practise at home using the book Reggae GA GA KS2D KS2A Set challenge to practise over the holidays and play it to the group in January! KS2A 	<ul style="list-style-type: none"> Individual performances from those who have gone the extra mile and know repertoire well. Ask others to comment KS2A 	<ul style="list-style-type: none"> Make sure SEND students feel comfortable with role- discuss position in the concert and relevant support with class teacher
10	<p>CONCERT</p> <p>Kelele- (Children to lead), Open All Strings, Composition?, Big Blue Bear, Shaky, Spanish Bee, Slovak Dance, Easy Peasy Blues, Reggae Ga Ga if ready?</p> <ul style="list-style-type: none"> KS2A use their instruments and voices, introducing pieces to provide a strong, musical and coherent performance to peers, parent and carers KS2B- Incorporate their any songs, pieces and rhythms learned throughout the term into performance KS2C Use the listening skills learned so far, to play in time, with strong pulse and rhythm and dynamic articulation KS2D Use all the notation learned throughout the term as a visual guide to support the performance- provided appropriate hand signs, written and digital charts KS2E Draw from high quality music they have listened to throughout the term to encourage and inspire high quality and stylistic performance KS2F Present information on some of the music to audience in terms of historical 					

Curriculum Key	Description	Coverage (weeks 1 – 10)
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	60
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	13
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	25
KS2D	Use and understand staff and other musical notations	34
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	7
KS2F	Develop an understanding of the history of music	8