

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:



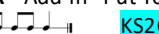
- **KS2A** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **KS2B** Improvise and compose music for a range of purposes using the interrelated dimensions of music
- **KS2C** Listen with attention 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

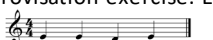
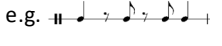
The **General Musicianship** strand of WCIT uses songs and games in a Spiral Curriculum— revisiting all the inter-related dimensions of Music; pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notation. Each time developing more depth and understanding. This is done using simple 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, provide simplified notation, coloured stickers to find notes on the instrument, 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 and include in making musical choices.

Typical resources: Mp3 player, projector/whiteboard with 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 reeds, mouthpieces, ligatures, valve oil and other materials for quick repairs.

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

	Learning Objectives	Whole Class: General Musicianship	Whole Class: With Instruments	Backup Lessons	Stretch and Challenge	SEND/Further support
1	<ul style="list-style-type: none"> • Begin developing a rapport with the class. • Building enthusiasm through teacher modelling. • Make music together. Start developing sense of pulse and good listening skills. • Learn to hold, blow and play E on instruments. 	<ul style="list-style-type: none"> • Name Game (circle)  Say names in rest. Use app/keyboard drum beat or other instrumental track and get students to notice/feel the steady beat. KS2A, KS2C • Clapping back rhythms in 4/4. Introduce idea of groups of 4 beats. KS2C • Don't Clap This One Back  Call and response clapping game with a variety of 1 bar (4/4) rhythms, students listen out for the above rhythm and say "don't clap this one back" when they hear it. KS2C • Kelele African song, mention importance of call and response in traditional African music. Include dynamic contrasts. KS2A, KS2C, KS2F 	<p><i>No playing all together in session 1. Dedicate more time to backups to teach basics in smaller groups.</i></p> <ul style="list-style-type: none"> • Teachers demonstrate instruments. KS2E • Class teacher to help divide into instruments and groups before backups/session 2. 	<ul style="list-style-type: none"> • Clarinets: teacher to help/set up instruments as quickly as possible to get the children playing ASAP • Teach how to hold instrument and how to blow their first note. Start with E. KS2A • Teach rest position • Label instruments and record names and serial numbers on Epos. 	<p>Whole Class:</p> <ul style="list-style-type: none"> • Ask students to lead clapping games <p>In Backups</p> <ul style="list-style-type: none"> • Look ahead to next week. How to play D and Slow and Smooth with backing video/audio. If time, introduce notation. KS2A, KS2D 	<ul style="list-style-type: none"> • Talk to class teacher about any additional needs in the class, how best to approach any issues and whether any additional resources may be required to fully include all children. • Clarinet players could focus on blowing only, with left hand holding barrel. • Colour code joint connections and positions with coloured dot stickers.
If possible, begin with backup lessons for at least the first 3 weeks to help refresh the technical aspects of playing ahead of the whole class.						
2	<ul style="list-style-type: none"> • Continue developing sense of pulse and good listening skills including counting long notes. • Learn to play D. • Music notation: learn to recognise E and D. Semibreves and crotchets. • Learn to follow a conductor • Continue developing a consistent and reliable tone. 	<ul style="list-style-type: none"> • Name Game (circle) Variation: students to say the name of another in the group, passing the rhythm randomly around the circle. KS2A, KS2C • Don't Clap This One Back - Add in "Put Your Finger On Your Nose"  KS2C • Kelele – Add in movement. KS2A, KS2C 	<p>After backups:</p> <ul style="list-style-type: none"> • Long notes E and D. Starting and stopping with conductor and/or counting along with accompaniment/drum beat. KS2A • "Don't Play This One Back". Slow and simple this week while students develop sound production. KS2A, KS2C • Slow and Smooth – Demonstrate and discuss. with notation: highlight difference between E and D, explain semibreves, crotchet rests and the 4-beat bar. KS2A, KS2D, KS2E • Marching – Demonstrate and discuss, including brief historical context of the March. Point out similarities/differences to Slow and Smooth. KS2A, KS2D, KS2E, KS2F 	<ul style="list-style-type: none"> • How to put together and care for your instrument (and reeds) • Remind students of rest position. Why is it important? • Play long notes E and teach D. Long note competition: if avoiding competitiveness between students, get them to do it as a team – passing note along the line and teacher to time the group as a whole. Try to beat the time the following week. KS2A • Slow and Smooth KS2A • Marching KS2A 	<ul style="list-style-type: none"> • Students to lead clapping games • Introduce tonguing KS2A • Look ahead to Blues No. 1 KS2A 	<ul style="list-style-type: none"> • Continue to monitor whether any children are struggling to hold/blow their instruments due to physical limitation and ask for advice if necessary. • If there are any percussion instruments, roll/shake for long notes and single hits for crotchets. KS2A, KS2C

3	<ul style="list-style-type: none"> Develop greater independency in following the pulse. Learn to listen whilst clapping Learn to distinguish between high and low pitches. Learn to improvise short, simple phrases. 	<ul style="list-style-type: none"> Pass The Beat Around the Room (circle) Students to say and clap one syllable each. "Pass the beat a-round the room (rest)". Suggested Audio: <i>Electric Worm</i> by the Beastie Boys. KS2A, KS2C, KS2E Don't Clap This One Back get students to lead. KS2C Genius – Teacher clap 2nd rhythm while students respond to the first. Start easy by using a simple, 4 crotchet rhythm every 2nd rhythm. KS2C Kelele KS2A, KS2C 	<ul style="list-style-type: none"> Long notes E and D KS2A Call and response rhythms using E and D. Encourage students to listen for the 'high and low' notes rather than watch fingers. KS2A, KS2C Slow and Smooth followed immediately by Marching (Add in movement – clarinets march on the spot while trumpets play, then everyone play) KS2A Blues No.1 – Demonstrate. Ask "does anyone know what style of music this is?". Brief description of Blues as one of the roots of Jazz. Play audio example such as <i>Freedom Train Blues</i> by Lil' Son Jackson. Looking at notation, question children on pitches and note lengths. Sing note names along to video. Play together. Teachers demonstrate solos then introduce student solos (begin with 2 bars each, using E and D) KS2A, KS2B, KS2D, KS2E, KS2F 	<ul style="list-style-type: none"> Call and response rhythms, E and D. Try hearing students individually (though be sure to keep it moving along the line) and perhaps encourage to make up their own response. KS2A, KS2B Introduce tonguing and continue to encourage good technique and posture. KS2A Blues No.1 KS2A, KS2B, KS2D 	<ul style="list-style-type: none"> Introduce C KS2A Blues No.1 – introduce small variations to the head in the last verse, perhaps as suggested by a student. KS2B 	<ul style="list-style-type: none"> Point and follow notes on the board KS2D Blues No.1 - Percussion instruments lightly playing the pulse or beats 2 and 4. Or other pitched instruments (eg. Orba or even two different drums) to engage with changing pitch. Give space for creativity and exploration in solos. KS2A, KS2B, KS2C
4	<ul style="list-style-type: none"> Develop critical listening Develop greater personal responsibility for the beat. Learn to play and recognise C. Learn to recognise and count minims. Continue to develop creative improvisation skills 	<ul style="list-style-type: none"> Begin the class with some musical appreciation: perform live or play an audio or video (preferable) recording. Invite discussion – what instruments can you see? What can you hear? When might it have been written? etc. KS2E, KS2F Pass The Beat Around the Room (circle). This can be turned into a game where students are eliminated if they miss their cue. Variations: Different speeds or try without drum beat/audio track to give students more responsibility for the beat. KS2A, KS2C Notation flash cards. Rhythm flash cards/videos. KS2D 	<ul style="list-style-type: none"> Long notes E, D and introduce/revise C. KS2A Every Dog Can Catch – Demonstrate. Learn about Disco music. Point out repeat in notation. Disco dancing while other instruments play on their own. KS2A, KS2D, KS2E, KS2F Improvisation exercise. Everyone play a simple one-bar melody in unison e.g.  alternating with improvised solos in turn. Drum beat or keyboard backing. KS2A, KS2B Blues No.1 with piano accompaniment, everybody solos in turn (at least 2 bars each). KS2A, KS2C If time, revise Slow and Smooth and Marching (with movement), perhaps from memory KS2A, KS2C 	<ul style="list-style-type: none"> Warm ups. As previously or introduce variations. E.g. two long notes in a row: 1. All playing different notes, 2. All play the same note – hear the difference? KS2A, KS2C Reinforce good technique, especially tonguing. KS2A Blues No.1 with solos. KS2A, KS2B Every Dog Can Catch. Clarinets: ensure fingers are covering holes properly for C, no pressing extra keys etc. KS2A 	<ul style="list-style-type: none"> Give longer solos in Blues No.1 to give more time for creativity. KS2B In Every Dog Can Catch harmonise the last 5 C's with E's on top. KS2A 	<ul style="list-style-type: none"> Involve in musical choices such as tempo in Pass the beat. Every Dog Can Catch – improvise using drum or other unpitched percussion during intro and between verses. KS2A, KS2B
5	<ul style="list-style-type: none"> Continue developing listening and watching skills Extend vocal range and improve quality of tone Learn to tongue the notes Learn importance of practice Learn to play F 	<ul style="list-style-type: none"> Settle the class without talking then vocal warm up "copy me" – starting with simple movements and gestures and move towards sounds, scales and other note patterns. KS2A, KS2C Notation Flash Cards. Rhythm flash cards/videos. KS2D Senwa Dedende – Teach using call and response. Encourage good tone and posture when singing, especially high note in 2nd phrase. KS2A, KS2C You Have To Tongue – talking through lyrics and the 't' sounds relating to tonguing. KS2A 	<ul style="list-style-type: none"> Warm ups (Long notes/call and response rhythms and phrases etc.) KS2A Every Dog Can Catch KS2A, KS2D Taking instruments home – hand out/give letter to class teacher. Talk about looking after instruments and practice etc. You Have to Tongue – 2nd time around divide into 2 groups taking turns to sing the 1st/2nd line or play the two tongued notes. All sing line 3 and play 4th. Improvised Solos. KS2A, KS2B 	<ul style="list-style-type: none"> Reminder on care of instruments/reeds. Warm ups – remembering to give targeted, individual advice to students to help them progress technically. KS2A Revise repertoire from previous sessions, involving children in choices Introduce F. KS2A, KS2D 	<ul style="list-style-type: none"> Senwa Dedende as a round. KS2A Brain Twister if further practice with C, D, and E needed or Napoleon Bones-aparte if ready to try F. KS2A, KS2D 	<ul style="list-style-type: none"> Senwa Dedende - assist in leading one of the 2 groups. You Have to Tongue – accompany with strong drum rhythm e.g.  KS2A
6	<ul style="list-style-type: none"> Continue to develop sense of pulse Develop ensemble skills including singing in two parts Learn to play F Learn about scales Learn about slurring 	<ul style="list-style-type: none"> Circle: Start with Pass The Beat Around the Room emphasising importance of engaging with and always feeling the beat/pulse. Transition into Clap, Slap, Slap, Slap (slap on the thighs), 4 crotchets. Talk to them whilst continuing the pattern, ask them questions. Get them to talk to each other (useful to have a drum beat going in the background). Building a more innate sense of pulse. KS2A, KS2C Senwa Dedende – recap then sing as a round in 2 groups. KS2A 	<ul style="list-style-type: none"> Long notes: revise C, D, E and now F with notation. KS2A, KS2D Scale from C to F. KS2A Napoleon Bones-aparte – Demonstrate and discuss. E.g. "How is this piece different to the others we have learned?" Introduce slurring "keep blowing and move one finger to slur from E to F". Using instruments in unconventional ways to create other sounds (e.g. key clicks and/or air noise) in the marked rests. KS2A, KS2B, KS2D, KS2E Revise and improve tunes from weeks 1-5. Ensuring students are sitting with good posture, starting and stopping together, beginning to use a range of appropriate dynamics and playing confident, creative solos in Blues No.1. KS2A, KS2B, KS2C, KS2D Students can take instruments home if letter has been returned and you feel they know how to look after their instrument. Give out music books. Organise end of term performance. 	<ul style="list-style-type: none"> Warm up with a call and response rhythm game: Students stand in a line. One at a time, teacher plays each student a one bar rhythm/melody and if the student successfully copies they move one step (level!) forwards. Tailor to each student based on ability and insist on good technique to 'level up'. KS2A KS2C Revise repertoire from whole class and/or consider if additional repertoire may be needed for individual groups. 	<ul style="list-style-type: none"> Napoleon Bones-aparte. Give space for children to be creative, playing spooky sounds in the 4-bar rest (e.g. short, spaced out trills passing between players) KS2B 	<ul style="list-style-type: none"> Napoleon Bones-aparte – use a variety of hand percussion or digital sounds to enhance the atmosphere. Involve children in instrument choices. KS2B, KS2C Pitched instrument for scales to ensure understanding of pitch. KS2A Use students to physically/visually represent the scale e.g. sitting-crouching-standing-upstretched or masking tape stave on the floor with children or objects as notes. KS2D
7	<ul style="list-style-type: none"> Continue to develop critical listening Develop music reading, inc. recognising notated rhythms Develop musical expression Continue to encourage creativity 	<ul style="list-style-type: none"> Music appreciation as in week 4. Something contrasting and link to some of the repertoire from the term or trumpet teacher to demonstrate and talk about The Last Post and Remembrance Sunday. KS2E, KS2F Revisit Don't Clap This One Back and introduce the Rhythm Clock (simple version using only crotchets, minims and semibreves). Play a rhythm and ask them to find it: "I had this many slices of toast for breakfast" etc. Ask them to choose a question/play a rhythm. KS2C, KS2D 	<ul style="list-style-type: none"> Napoleon Bones-aparte – focus on playing with appropriate dynamics for the musical atmosphere. KS2A, KS2B, KS2C Revisit improvisation exercise from week 4, perhaps adding variations to or using different calls as you progress through the class (e.g. one for each row of children) and then play through Blues No.1 KS2A, KS2B Revise other tunes from previous weeks, improving on performances and ensuring a variety of dynamics as well as instrumentation in repeats. Allow Assistant teacher to lead at least one tune. KS2A, KS2B, KS2C, KS2D 	<ul style="list-style-type: none"> Warm ups/musical games KS2A, KS2C Continue to work on repertoire, reinforcing good technique and reading accurately from notation. Check students learning with questioning and by hearing them play short excerpts individually if appropriate. KS2A, KS2D 	<ul style="list-style-type: none"> Ask students to create the new 'calls' in the improvisation exercise. KS2B Autumn Chimes with singing and actions. KS2A, KS2D Begin extending range up to G KS2A 	<ul style="list-style-type: none"> Napoleon Bones-aparte – encourage use of different instruments/sounds to the previous week to encourage more spontaneous creativity through engagement with the atmosphere. KS2B

8	<ul style="list-style-type: none"> Continue to develop music reading Continue to develop a more consistent and controlled tone. Learn about concert programming and performance etiquette 	<ul style="list-style-type: none"> <i>Kelele</i> or <i>Senwa Dedende</i>. Whichever is to be performed in the end of term concert. KS2A, KS2C <i>Rhythm Clock</i> revision. Assistant teacher to lead this with plenty of student involvement. KS2D 	<ul style="list-style-type: none"> <i>Autumn Chimes</i> with singing and actions. Encourage gentle playing and singing and discuss contrast in performance programme. KS2A, KS2C, KS2D Revise other repertoire from the term making sure to cover any of the easier pieces that may have been neglected and that you may wish to include in the end of term performance. KS2A, KS2B, KS2C, KS2D 	<ul style="list-style-type: none"> Warm ups/musical games <i>Autumn Chimes</i>. Ensuring 'clean' swaps from D to F and continue to develop good tone production. KS2A, KS2C, KS2D 	<ul style="list-style-type: none"> Harmony line for "Autumn Chimes" for final verse: E F E_ E F E_ etc. KS2A 	<ul style="list-style-type: none"> <i>Autumn Chimes</i> – Glockenspiel (or digital sound) entire melody or D-C-Bb only when it appears. Student could lead actions. KS2A
9	<ul style="list-style-type: none"> Learn spoken introductions Develop greater sense of responsibility for learning Develop understanding of good performing etiquette including posture, rest positions and working as a team. 	<ul style="list-style-type: none"> Finalise pieces for the concert, involving the children in the process, as well as who is announcing and doing solos etc. <i>Kelele</i> or <i>Senwa Dedende</i>. Whichever is to be performed in the end of term concert. KS2A, KS2C 	<ul style="list-style-type: none"> Revise and continue to improve all repertoire for the concert and be sure to practice introductions, actions, singing and rehearse posture, rest positions, standing and sitting together etc. KS2A, KS2B, KS2C, KS2D 	<ul style="list-style-type: none"> Ask for student input on what they feel they would like to practise based on what needs improvement ahead of the concert and revise accordingly. KS2A, KS2B, KS2C, KS2D 	<ul style="list-style-type: none"> Students could take more responsibility for the presentation of the concert. Introductions could include more information or context. KS2F Smaller group performance of one piece if there are children ahead of the pack that have learned additional repertoire. KS2A 	<ul style="list-style-type: none"> Ensure all students feel comfortable with their roles in the concert including: what they are doing in each piece, where they are sitting, if they are speaking etc.
10	CONCERT WEEK	<ul style="list-style-type: none"> Quick warm up to settle the class e.g. <i>Don't Clap This One Back</i>. KS2A, KS2C 	<ul style="list-style-type: none"> Rehearse pieces in concert order including all announcing. KS2A, KS2B, KS2C, KS2D Remind children of concert etiquette – standing and sitting together, rest position etc. Make sure soloists know when they are playing or how to let you know they would like to play a solo if they are being chosen 'on the spot'. 		<ul style="list-style-type: none"> Solo improvisations in <i>Blues No.1</i> and <i>Napoleon Bones-aparte</i>. KS2B Concert announcements Possible small group performances KS2A 	<ul style="list-style-type: none"> Ensure all students feel comfortable with their roles and that they have any relevant support during the performance.

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	78
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	26
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	40
KS2D	Use and understand staff and other musical notations	29
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	11
KS2F	Develop an understanding of the history of music	9