



**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"> <li>• Introduce teachers and develop rapport with the class</li> <li>• Present instrument(s) and build excitement about the course</li> <li>• Involve the class in music making and listening</li> <li>• Introduce names of strings and parts of the instrument</li> <li>• Learn to hold instrument</li> <li>• Introduce right hand apoyando technique</li> <li>• Explore simple rhythms and pulse in 4/4</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/s play something to class- questions on the performance/posture/playing style <b>KS2D KS2A</b></li> <li>• 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 <b>KS2C</b></li> <li>• <b>Name Game</b> (circle) <b>KS2D</b></li> <li>• Say names in rest. Use app/keyboard drum beat or other instrumental track and get students to notice/feel the steady beat <b>KS2C</b></li> <li>• Clapping back rhythms in 4/4. Introduce idea of groups of 4 beats. Get students to lead <b>KS2C</b></li> <li>• <b>Don't Clap This One Back</b> <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Place guitars in circle on cases, necks pointing in (1 between 2)</li> <li>• Parts of guitar. Strings, (cat gut!) Body, neck, head, sound hole</li> <li>• String names E and B, Get children to choose animal names E = hands in air, B =hands on head) <b>KS2D KS2A</b></li> <li>• Play however they want (thumb or fingers) E for Eagle, B for Buffalo, etc <b>KS2A</b></li> <li>• Strum and pass it round <b>KS2A KS2C</b></li> <li>• Finish with <b>Mulberry Boogie</b> -Listen to backing track and discuss genre, history of blues <b>KS2F</b> Say the notes with shh shh. Clap the notes with oi oi. Try to play it with the accompaniment/Backing track (BT) <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practice playing position. Footstools under left leg <b>KS2A</b></li> <li>• <b>Walking fingers</b> i and m on E string. Walking right hand fingers in the air and on body of guitar- rabbit ears <b>KS2A</b></li> <li>• Right hand <b>apoyando</b> rest stroke) on 1<sup>st</sup> 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> <b>KS2A</b></li> <li>• <b>Strumming</b> and tapping on open strings <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Position/listening game competition- fun <b>KS2C</b></li> <li>• For those who already play, more challenging and faster walking position- ask them to demonstrate a fretted note to peers <b>KS2A</b></li> <li>• Ask them to assist anyone who needs extra help</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pencil the letter names on bridge and / or colour code strings <b>KS2D</b></li> <li>• Could keep guitar on lap to explore use for percussion</li> </ul>





## Whole Class Instrumental Teaching (WCIT) Suggested Scheme of Learning – Guitar

	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"> <li>Stave notation- E, B &amp; G on treble clef- stave</li> <li>Improve singing quality</li> <li>Internalise pulse and create own 4 beat rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Singing warm up- talk about breathing. Sing song “<b>Over the Mountain</b>” Use <b>4 beat flash cards</b>. Get them to <b>create their own rhythms</b> <b>KS2B KS2D</b></li> <li>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 <b>KS2C</b></li> <li>Kelele <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Over the Mountain</b>- sing and play notes from flash cards and their own 4 beat rhythms <b>KS2A KS2D</b></li> <li>Revise E B G notes with “<b>Open All Strings</b>” use backing track-</li> <li>Revise and consolidate previous pieces: Shaky, Spanish Bee &amp; Mulberry Boogie <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Label guitars and cases</b>- this will take most of the time</li> <li>Start to think about creating <b>fixed groups</b> based on personalities and attitude</li> <li>Run through <b>Shaky</b> <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Speed challenge with walking fingers <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Percussion and orb</li> <li>Work on easier positions for those that are struggling</li> </ul>
5	<ul style="list-style-type: none"> <li>Extending vocal range and improving quality of tone-</li> <li>Incorporating clapping and pulse work into a vocal piece</li> <li>Beginning a composition develop string change technique</li> <li>Improving speed and dexterity on the instrument</li> <li>Understanding difference between minor and major (Big Blue Bear and Spanish Bee)</li> </ul>	<ul style="list-style-type: none"> <li>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 <b>KS2C</b></li> <li>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 <b>KS2D</b></li> <li><b>Over the Mountain</b> with walking fingers actions. Replace “walk, walk, walk” words with other rhythms from flashcards <b>KS2D KS2A</b></li> <li>Introduce <b>Minims</b> <b>KS2D</b></li> <li><b>Skeleton Stomp</b>. (clapping, clicking ,stamping the rhythm)</li> </ul>	<ul style="list-style-type: none"> <li>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 <b>KS2C</b></li> <li><b>Composition</b> Choose favourite game colour &amp; 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? <b>KS2B</b></li> <li><b>Big Blue Bear</b>. 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” <b>KS2D KS2A</b></li> <li>Vote on favourite piece to finish</li> </ul>	<ul style="list-style-type: none"> <li><b>Big Blue Bear</b>- 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 <b>KS2D KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Ask to point/conduct- use classroom assistant to support if needed</li> </ul>
6	<ul style="list-style-type: none"> <li>Play with a good tone with free movement across all strings</li> <li>Learn to appreciate the value of practice (instruments home this week)</li> <li>Develop improvisational skills in terms of mood, character</li> <li>Appreciation of forte and piano dynamic contrast</li> </ul>	<ul style="list-style-type: none"> <li><b>Genius/Switch</b> – Teacher clap 2<sup>nd</sup> rhythm while students respond to the first. Start easy by using a simple, 4 crotchet rhythm every 2<sup>nd</sup> rhythm. <b>KS2C</b></li> <li><b>Introduce semibreve (stand 2 3 4)</b> <b>KS2C</b></li> <li>crotchet rests, quavers, minims and semibreves- demonstrate and then work in pairs <b>KS2D</b></li> <li><b>Forte and Piano</b> clapping- questioning <b>KS2D</b></li> <li><b>Skeleton Stomp</b> <b>KS2C KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Don’t Play This One Back</b> (dynamics and more complex rhythms), then give leadership to winner of ‘best playing position’ of the week’ <b>KS2B KS2C</b></li> <li>All pieces to this point emphasise alternate I &amp; M fingers with right hand <b>KS2A</b></li> <li>Guitar ‘conversations’ in pairs – freestyle! Not so much focus on the notes, rhythm or length of improvisation, but thinking about character, mood, dynamics. <b>KS2B KS2D</b></li> <li><b>Composition</b> <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Taking guitars home</b>. Go over dos and don’t’s in letter etc. Give out books and explain how to use</li> <li>Revise tunes so far with backing tracks <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>In <b>GM Genius/Switch</b>, invite child to lead</li> <li>Start Slovak Dance notation if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>In <b>GM Genius</b>, keep the beat for everyone on percussion instrument</li> <li>Get children to create pulse</li> </ul>



7	<ul style="list-style-type: none"> <li>introduce 2 x pieces with full notation and no letter names</li> <li>Improved recognition on notes on stave without letters</li> <li>Connect this to improvisation/composition</li> </ul>	<ul style="list-style-type: none"> <li>Revision of E, B, G on stave with quiz and games <b>KS2D</b></li> <li>Revision of rhythm flash cards and their full names <b>KS2D</b></li> <li><b>Kelele</b> with a volunteer caller <b>KS2C</b></li> <li>Listen and watch dramatic classical piece such as <b>Fantasia 2000- Beethoven 5th</b> <b>KS2E KS2F</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Slovak Dance</b>- Quiz on notes- sing notes with actions along to backing track <b>KS2D</b> - divide into groups allocate tasks <b>KS2A</b></li> <li>Play through slow motion to teacher accomp- forte and piano</li> <li>Play along to backing track <b>KS2C</b></li> <li><b>Easy Peasy Blues</b> as above <b>KS2D KS2A</b></li> <li>Composition <b>KS2B</b></li> <li>Best listen to choose favourite piece to play</li> </ul>	<ul style="list-style-type: none"> <li>Children to write crotchets/quavers/minims on white board– introduce idea of being able to write down improvisation <b>KS2B+D</b></li> <li>Practise <b>Big Blue Bear</b> for string crossing revision <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Accurately notate their 2-bar improvisation <b>KS2D</b> <b>KS2B</b></li> <li>String crossing over all strings <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Hand actions for those that find it a challenge to write or identify on page <b>KS2D</b></li> </ul>
8	<ul style="list-style-type: none"> <li>Consolidate learnings from previous weeks and prepare for concert</li> <li>Add left hand fretted note <b>A (finger 2)</b></li> </ul>	<ul style="list-style-type: none"> <li>Kelele <b>KS2A</b></li> <li>Rhythm Clock <b>KS2D</b></li> <li>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 <b>KS2E</b> <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise: <b>Mulberry Boogie, Shaky, Spanish Bee, Big Blue Bear, Slovak Dance, Easy Peasy Blues</b> <b>KS2A KS2F</b></li> <li>Perform to the children (teacher duet) – talk about mood, character, techniques <b>KS2F</b></li> <li>Show <b>A note</b>- emphasise proper technique-thumb low (alright mate) and behind the neck of guitar, tunnel, fingertip, bent 2<sup>nd</sup> finger <b>KS2A</b></li> <li>Composition <b>KS2B</b></li> <li>Allow to practice in groups- go round to help them</li> </ul>	<ul style="list-style-type: none"> <li>Singing and checking notes of repertoire for forthcoming concert- individual attention <b>KS2A</b></li> <li>Revise note A with on and off (G to a to G) call and response <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Small scale of G, A, B, A, G call and response <b>KS2A</b></li> <li>Ascending and descending challenge on notes learned so far <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Option to sing and do hand signals or beat pulse/rhythm on instrument/orb</li> </ul>
9	<ul style="list-style-type: none"> <li>Consolidate learnings from previous weeks and prepare for concert</li> <li>Revise note A with new piece</li> <li>Develop performance skills, playing a variety of rep in various styles and speeds</li> </ul>	<ul style="list-style-type: none"> <li><b>Kelele</b> Decide callers and practice for concert</li> <li>Establish concert order, select announcers for the concert and practise announcements so there is no need to prompt <b>KS2A</b></li> <li>Show <b>Reggae GA GA</b> chart and sing through with BT <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Memorise as much repertoire as possible <b>KS2C</b></li> <li>Revision of order of pieces with introductions <b>KS2A</b></li> <li>Reggae GA GA (new note A) Sing Play <b>KS2D</b></li> <li>Finish Composition <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask which pieces they need to work on most</li> <li>Remind about practise at home using the book</li> <li>Reggae GA GA <b>KS2D KS2A</b></li> <li>Set challenge to practise over the holidays and play it to the group in January! <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Individual performances from those who have gone the extra mile and know repertoire well. Ask others to comment <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Make sure SEND students feel comfortable with role- discuss position in the concert and relevant support with class teacher</li> </ul>
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"> <li><b>KS2A</b> use their instruments and voices, introducing pieces to provide a strong, musical and coherent performance to peers, parent and carers</li> <li><b>KS2B</b>- Incorporate their any songs, pieces and rhythms learned throughout the term into performance</li> <li><b>KS2C</b> Use the listening skills learned so far, to play in time, with strong pulse and rhythm and dynamic articulation</li> <li><b>KS2D</b> Use all the notation learned throughout the term as a visual guide to support the performance- provided appropriate hand signs, written and digital charts</li> <li><b>KS2E</b> Draw from high quality music they have listened to throughout the term to encourage and inspire high quality and stylistic performance</li> <li><b>KS2F</b> Present information on some of the music to audience in terms of historical</li> </ul>					



<b>Curriculum</b>	<b>Description</b>	<b>Coverage</b>
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 great composers and musicians	7
KS2F	Develop an understanding of the history of music	8

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### TERM 2

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1	<ul style="list-style-type: none"> <li>• Revision of previous term- Inevitably many will not have practised much over the holidays-</li> <li>• Focus on LH note A</li> <li>• Begin new piece <b>Spooky</b>- experiment with creating different sound effects on the guitar,</li> </ul>	<ul style="list-style-type: none"> <li>• Listen &amp; watch <b>HMS vimeo video on classical guitar</b> with Q&amp;A <b>KS2E KS2F KS2C</b></li> <li>• Sing the words to spooky with guitar accompaniment <b>KS2A KS2C</b></li> <li>• Stave flashcard for rhythm and pitch <b>KS2D</b></li> <li>• Listen to <b>Three Little Birds by Bob Marley</b>- Q&amp;A</li> <li>• Sing chorus <b>KS2E KS2F KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Call and response</b> on G, B, E and A- Children choose their own rhythms and note order- ask them to write it on board- Ensure all starting and finishing together with strong pulse <b>KS2A KS2B KS2C</b></li> <li>• <b>Reggae Gaga</b> from notation- compose own second section- segue into singing <b>3 Little Birds</b>- <b>Questions on Reggae</b> <b>KS2D KS2B S2F</b></li> <li>• <b>Spooky</b>- Sing words, outline the structure, play notated part (from stave), experiments with sound scape- use sounds they have created- run through very slowly at first- revise quaver rhythms <b>KS2D KS2A KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Position game- last person playing</li> <li>• Revise all 4 notes with call and response check correct posture focussing on left hand dropped thumb and fingertips <b>KS2A</b></li> <li>• Make up own tunes with 4 notes <b>KS2B</b></li> <li>• Spooky- Run through slowly <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show C note 1<sup>st</sup> finger <b>KS2A</b></li> <li>• Question on C on stave <b>KS2D</b></li> <li>• Impro using all notes so far <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting in the whole class <b>KS2D KS2C</b></li> <li>• Conducting and pointing to the notes <b>KS2D KS2C</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Build on <b>Spooky</b></li> <li>• Introduce <b>Mild Thing</b>- Focussing on keeping strong pulse and introducing syncopation</li> <li>• Introduce new note C finger 1</li> </ul>	<ul style="list-style-type: none"> <li>• Questions on last week's video <b>KS2E KS2C</b></li> <li>• Sing Spooky- f &amp; p- remind forte and piano <b>dynamics</b> <b>KS2A KS2D KS2C</b></li> <li>• <b>BBC bitesize video- How do Pulse and Rhythm work?</b> Outlines some composers. Explain syncopation and use percussion instruments to keep pulse and play syncopated rhythm from <b>Mild Thing</b> and sing the notes <b>KS2F KS2D KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revise <b>Spooky</b> form- choose different children to come up with spooky sounds- Learn melody on the guitar slowly at first and build up speed <b>KS2B KS2A KS2C</b></li> <li>• Sing words &amp; notes to <b>Mild Thing</b> and practice syncopated rhythm and pulse- play slowly <b>KS2A KS2C</b></li> <li>• Play <b>Wild Thing by The Troggs</b> <b>KS2F KS2E</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce fretted <b>note C</b> on string 2- by ear- strum simple C chord encouraging bent finger and clear top e string <b>KS2A</b></li> <li>• Listen to individuals ensuring no fret buzz or dead notes <b>KS2A KS2C</b></li> <li>• Quick composition using simple skill- write on board <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask if anyone can tap pulse with foot while clapping syncopated rhythm- like a drummer does <b>KS2D KS2C</b></li> <li>• Ask the stronger students to assist others</li> </ul>	<ul style="list-style-type: none"> <li>• Beat strong pulse- provide percussion instruments/electronic orb <b>KS2A</b></li> <li>• Beat the rhythm of main tune- syncopation for Mild Thing- Play this on one string? <b>KS2A KS2D</b></li> <li>• Call and response and then encourage to improvise <b>KS2B</b></li> </ul>
3	<ul style="list-style-type: none"> <li>• Revise last week's piece</li> <li>• Introduce <b>Last Chance Saloon</b> using stave notation- Use games</li> <li>• <b>Soldiers March</b>- new fretted note C &amp; its notation</li> <li>• <b>Baby One</b> actions and singing</li> </ul>	<ul style="list-style-type: none"> <li>• Play some marching music eg <b>March of The Torredores by Bizet</b>- get them to do actions-Q and A <b>KS2E KS2F KS2C</b></li> <li>• Revise syncopation- clapping/pulse activity <b>KS2D KS2C</b></li> <li>• Sing and name notes for <b>Last Chance Saloon</b> <b>KS2D KS2C</b></li> <li>• <b>Rhythm Clock</b> 2 bar extended version <b>KS2D KS2C</b></li> <li>• <b>Baby one</b> singing and actions <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spooky revision</b> <b>KS2A</b></li> <li>• <b>Mild Thing</b>- Sing funny words- be sure to provide a strong pulse at all times-pulse and rhythm work- chose strong listeners to demonstrate- explain notation and play slowly-- do pulse against rhythm splitting the class - Introduce the rockstar position! <b>KS2D KS2C</b></li> <li>• <b>Last Chance Saloon</b>- forte &amp; piano dynamics- try to read straight through for sight reading- ask what kind of music- conversation on country music/play a slow country blues <b>KS2F KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b>- ask to choose a 2 bar rhythm from rhythm clock and use G A B C in any order- notate on board/ aks for mood ideas and give a title <b>KS2B</b></li> <li>• <b>Soldier's March Introduce</b>- Sing, clap, etc, encourage conversation on texture- what makes it sound miliary, what period etc <b>KS2A KS2D KS2F</b></li> </ul>	<ul style="list-style-type: none"> <li>• C chord and add A minor. Change between Em, C and Am chords <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Strumming on open E minor chords <b>KS2A</b></li> <li>• Conducting and pointing <b>KS2D</b></li> <li>• Providing pulse or main rhythm <b>KS2A</b></li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Mi Barba</b>- Spanish Song-learn lyrics and play C and G7 chords- clear sound and strong strumming pulse</li> <li>• Revise previous pieces and new note C</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mi Barba</b> -learn words in Spanish- explain the meaning- do air guitar strumming in preparation for playing <b>KS2A KS2C</b></li> <li>• Listen to some <b>flamenco music</b> and discuss mood &amp; texture <b>KS2E</b></li> <li>• Sing <b>Soldier's March</b>- Join with <b>Grand Old Duke of York</b> words</li> <li>• Talk about <b>crescendo</b> and relate to Soldiers March B section <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Call and response</b> notes using their own rhythms- encourage ♪ to develop faster technique <b>KS2A KS2B</b></li> <li>• <b>Revise C</b>- first finger- Call and response- choose strong players to demonstrate</li> <li>• <b>Mi Barba</b> G7 chord- divide class into C and G7 chords and take turns before swapping- then try to change between chords- Go through singing and chords <b>KS2A KS2C</b></li> <li>• <b>Soldier's March Sing</b>- actions, play- <b>KS2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Call and response on C and then G, A, B, C <b>KS2A KS2C</b></li> <li>• Listen to individuals- work in pairs</li> <li>• Revise all chords- simple two/three chord song/own song mixed with melody <b>KS2B</b></li> <li>• Develop <b>composition</b> <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ascending and descending for challenge- <b>KS2A</b></li> <li>• Add D for those that are ready <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask to choose favourite song</li> <li>• Improvisation <b>KS2B</b></li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Finger Song</b>- Singing and playing counting rests. Revising GABC on stave</li> <li>• Revision of previous weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards G, A, B, C, E <b>KS2D</b></li> <li>• Introduce <b>Finger Song</b>- Q&amp;A on amount of rests, and the form of the song- Sing the words <b>KS2C KS2A</b></li> <li>• Listen to a fast blues/rock <b>KS2E KS2F KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Finger Song</b> -Sing words to guitar backing- slow at first- sing note names from stave, count aloud the number of rests aloud each section- revise the form with lots of questioning-play very slowly <b>KS2A KS2D KS2C</b></li> <li>• Revise previous weeks <b>S2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lots of <b>chord work</b>- work in pairs to get clean sound with bent fingers- Allocate each chord to a group and then swap- then try to do changes <b>KS2A</b></li> <li>• <b>Finger Song</b>- reinforce this <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• C chord and add A minor. Change between Em, C and Am chords <b>KS2A</b></li> <li>• Improvise-compose over above chords with different feels <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose a chord and provide simplified rhythm</li> <li>• Strum on dampened strings if too challenging <b>KS2A</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Up and Down The Ladder</b>- this is notated version of call and response ascending and descending scale</li> <li>• Revise previous weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Play the children in with classical guitar piece <b>KS2E KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Up and down the Ladder</b> - sing note names, hand actions and play through <b>KS2A KS2C</b></li> <li>• Revise all previous material- focus on performance technique, confidence building <b>S2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Up and down the Ladder- focus on pulse- Lots of individual attention- hear each one play at least one line and use peer appraisal <b>KS2A</b></li> <li>• Develop <b>composition</b> <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop compositions- encourage naming pieces <b>KS2B KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Naming pieces- encourage ideas <b>KS2B</b></li> </ul>

		<ul style="list-style-type: none"> <li>Revise all singing parts: <b>Mi Barba, Spooky, 3 Little Birds</b>, sing note names. Focus on good intonation and quality of sound <b>KS2A KS2C KS2F</b></li> <li>Revision of all notes on stave and rhythms <b>KS2D</b></li> </ul>				
7	<ul style="list-style-type: none"> <li><b>Reggae 1 or similar-</b></li> <li><b>Dotted notes</b></li> <li>Hone <b>Composition</b>- children to chose and develop</li> </ul>	<ul style="list-style-type: none"> <li><b>Clapping- dotted notes</b> <b>KS2D KS2C</b></li> <li>Sing notes/hand actions to <b>Reggae 1</b> <b>KS2D</b></li> <li><b>Composition</b>- Start to put together ideas <b>KS2B</b></li> <li>Sing all songs <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Call and response</b> with all notes so far incorporated dotted minims <b>KS2C KS2D</b></li> <li>Work on composition- <b>KS2D KS2B</b></li> <li><b>Reggae 1</b> play through this slowly <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop improvisation/composition idea <b>KS2B</b></li> <li>Revise all songs so far</li> </ul>	<ul style="list-style-type: none"> <li>Show note D to challenge high achievers <b>KS2A</b></li> </ul>	
8	<ul style="list-style-type: none"> <li>Consolidate learnings from previous weeks and prepare for concert</li> <li>Choose announcers and what they will say-</li> <li>Consider writing out the order and what each announcer will say and pass to class teacher so they can revise during the week)</li> </ul>	<ul style="list-style-type: none"> <li>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 <b>KS2E</b></li> <li>Go through composition structure <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li><b>G, A, B, C and E</b> call and response ascending and descending</li> <li>Revise all of this term's pieces in order and practice introductions</li> <li>Revise all pieces topping and tailing <b>KS2A</b></li> <li>Composition finalise <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>G- E scale ascending and descending <b>KS2A</b></li> <li>Revise pieces as needed <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Challenge on chords and extra notes- ask high achievers to assist and comment <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise and finalise input in concert- clear goals and objectives- involve support teacher wherever necessary <b>KS2A</b></li> </ul>
9	Concert revision	<b>Dress Rehearsal for concert- go through concert order</b>	<ul style="list-style-type: none"> <li>Revise all repertoire for concert- topping and tailing</li> </ul>	<ul style="list-style-type: none"> <li>Ask individuals what they would like to work on most</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all work</li> </ul>	<ul style="list-style-type: none"> <li>Revise input and be clear</li> </ul>
10	<b>CONCERT</b> Soldier's March, Up and Down The Ladder, Spooky, Finger Song, Last Chance Saloon, Reggae Ga-G/Three Little Birds- Reggae 1/ Mild Thing/ Composition <ul style="list-style-type: none"> <li><b>KS2A</b> use their instruments and voices, introducing pieces to provide a strong, musical and coherent performance to peers, parent and carers</li> <li><b>KS2B</b>- Incorporate their any songs, pieces and rhythms learned throughout the term into performance</li> <li><b>KS2C</b> Use the listening skills learned so far, to play in time, with strong pulse and rhythm and dynamic articulation</li> <li><b>KS2D</b> Use all the notation learned throughout the term as a visual guide to support the performance- provided appropriate hand signs, written and digital charts</li> <li><b>KS2E</b> Draw from high quality music they have listened to throughout the term to encourage and inspire high quality and stylistic performance</li> <li><b>KS2F</b> Present information on some of the music to audience in terms of historical</li> </ul>					

Curriculum Key	Description	Coverage
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	41
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	22
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	33
KS2D	Use and understand staff and other musical notations	27
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	9
KS2F	Develop an understanding of the history of music	9



**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 3**

	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"> <li>• Revision of previous term- Inevitably many will not have practised much over the holidays-</li> <li>• Focus on LH notes G,A,B,C</li> <li>• New piece Wickid Rap</li> <li>• Introduce new LH note D by ear</li> </ul>	<ul style="list-style-type: none"> <li>• Listen &amp; watch HMS vimeo video on electric guitar with Q&amp;A <b>KS2E KS2F KS2C</b></li> <li>• Kinaesthetic note game with Wickid Rap on stave- Sing the notes <b>KS2D KS2A KS2C</b></li> <li>• Pulse and rhythm activity for modern pop music</li> <li>• Learn Grandma Rap or Dinosaur Rap <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce note D finger 3</li> <li>• <b>Call and response</b> on G, A, B, C, E, (add D) - Children choose their own rhythms and note order- ask them to write it on board- Ensure all starting and finishing together with strong pulse <b>KS2A KS2B KS2C</b></li> <li>• <b>Wickid Rap</b> from notation- compose own second section- <b>Questions on Rap Music KS2D KS2B S2F</b></li> </ul>	<ul style="list-style-type: none"> <li>• Position game- last person playing <b>KS2A</b></li> <li>• Focus on D. Improvisation with D and B over blues. <b>KS2B</b></li> <li>• posture focussing on left hand dropped thumb and fingertips <b>KS2A</b></li> <li>• Make up own tunes with 5 notes <b>KS2B</b></li> <li>• <b>Wickid Rap</b> through slowly <b>KS2C</b></li> <li>• Revise <b>C and G7</b> chords</li> </ul>	<ul style="list-style-type: none"> <li>• All 5 notes building speed <b>KS2A</b></li> <li>• Question on D on stave <b>KS2D</b></li> <li>• Impro using all notes so far <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting in the whole class <b>KS2D KS2C</b></li> <li>• Conducting and pointing to the notes <b>KS2D KS2C</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Build on <b>Wickid Rap</b></li> <li>• Introduce <b>Flamenco Fiesta</b>- this can be done with hand signs only.</li> <li>• Revise D</li> </ul>	<ul style="list-style-type: none"> <li>• Questions on last week's video <b>KS2E KS2C</b></li> <li>• Sing Rap f &amp; p- remind forte and piano dynamics <b>KS2A KS2D KS2C</b></li> <li>• BBC bitesize video- How do Pulse and Rhythm work? Quiz and video. <u>What is tempo and duration in music?</u> - BBC Bitesize <b>KS2F KS2D KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revise <b>Wickid Rap</b> form- choose different children to come up with potential sounds or rhythms/raps if confident. <b>KS2B KS2A KS2C</b></li> <li>• <b>Flamenco Fiesta</b> using hand signals- choose children to demonstrate hand signals <b>KS2A KS2C</b></li> <li>• Revise all notes including D call and response <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revise chords <b>C, G7- Add G</b> chord finger 3 <b>KS2A</b></li> <li>• Listen to individuals ensuring no fret buzz or dead notes <b>KS2A KS2C</b></li> <li>• Quick composition using simple skill- write on board <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask if anyone can tap pulse with foot while clapping syncopated rhythm- like a drummer does <b>KS2D KS2C</b></li> <li>• Ask the stronger students to assist others</li> </ul>	<ul style="list-style-type: none"> <li>• Beat strong pulse- provide percussion instruments/electronic orb <b>KS2A</b></li> <li>• Beat the rhythm of main tune- syncopation for Wickid Rap- Play this on one string? <b>KS2A KS2D</b></li> <li>• Call and response and then encourage to improvise <b>KS2B</b></li> </ul>
3	<ul style="list-style-type: none"> <li>• Revise last week's pieces</li> <li>• Introduce <b>Los Ten Pesos</b> using stave notation- Use games</li> <li>• <b>Breakfast Calypso 3 part round in C- incorporate C and G7 chords</b></li> </ul>	<ul style="list-style-type: none"> <li>• BBC bitesize- Singing, tuning, ensemble <u>Tuning - BBC Bitesize</u> <b>KS2E KS2F KS2C</b></li> <li>• Revise syncopation- clapping/pulse activity <b>KS2D KS2C</b></li> <li>• Sing and name notes for <b>Los Ten Pesos</b> <b>KS2D KS2C</b></li> <li>• <b>Rhythm Clock</b> 2 bar extended version <b>KS2D KS2C</b></li> <li>• <b>Breakfast Calypso</b> singing and actions <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wickid Rap and Flamenco Fiesta</b> revision <b>KS2A</b></li> <li>• <b>Los Ten Pesos</b> be sure to provide a strong pulse at all times-pulse and rhythm work- chose strong listeners to demonstrate- explain notation and play slowly-- do pulse against rhythm splitting the class - <b>KS2D KS2C</b></li> <li>• <b>C- G7</b> chords for use with Breakfast Calypso <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b>- ask to choose a 4 bar rhythm from rhythm clock and use G A B C in any order- notate on board/ ask for mood ideas and give a title- Use chords and strumming pattern? <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• C, G chords, add Change between chords <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use electronic to provide C and g chord sequence, etc <b>KS2A</b></li> <li>• Conducting and pointing <b>KS2D</b></li> <li>• Providing pulse or main rhythm <b>KS2A</b></li> </ul>
4	<ul style="list-style-type: none"> <li>• Extend <b>Breakfast Calypso</b> in to different parts- 3 part round and play C and G7 chords- clear sound and strong strumming pulse</li> <li>• Revise previous pieces and new piece Hear That Train which has more challenging technique</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm clock revision</b> <b>KS2D</b></li> <li>• <b>Breakfast Calypso</b> do air guitar strumming in preparation for playing <b>KS2A KS2C</b></li> <li>• Sing <b>notes and actions for Hear That Train</b>- Talk about <b>crescendo</b> and relate to Soldiers March B section <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hear that train</b> -Call and response notes using their own rhythms C,B and A backwards with - encourage ♫ to develop faster technique <b>KS2A KS2B</b></li> <li>• <b>Revise D</b>- finger 3- Call and response- choose strong players to demonstrate</li> <li>• Sing and do hand actions for <b>Sunday Morning</b></li> <li>• <b>Breakfast Calypso</b> G7 chord- divide class into C and G7 chords and take turns before swapping- then try to change between chords- Go through singing and chords <b>KS2A KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce F# call it 2 <b>KS2A KS2C</b></li> <li>• Introduce <b>D7 chord</b></li> <li>• Listen to individuals- work in pairs</li> <li>• Revise all chords- simple two/three chord song/own song mixed with melody <b>KS2B</b></li> <li>• Develop <b>composition</b> <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ascending and descending G to F# for challenge- <b>KS2A</b></li> <li>• Develop composition <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask to choose favourite song</li> <li>• Improvisation <b>KS2B</b></li> <li>• Use electronic device for chords</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Sunday Morning</b>- Singing and playing counting rests. Revising GABCD Eon stave</li> <li>• Revision of previous weeks</li> <li>• Introduce new note High A on fret 5</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards G, A, B, C, D, E <b>KS2D</b></li> <li>• Introduce <b>Sunday Morning</b>- Q&amp;A on form and quavers and crotchets. Sing words <b>KS2C KS2A</b></li> <li>• <b>Listen to a rock song with power chords</b> <b>KS2E KS2F KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sunday Morning</b> -Sing words to guitar backing- slow at first- sing note names from stave, count aloud the number of rests aloud each section- revise the form with lots of questioning-play very slowly- Introduce Improvisation section <b>KS2A KS2D KS2C KS2B</b></li> <li>• Revise previous weeks <b>S2A KS2D</b></li> <li>• Show <b>high A</b> on fret 5</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of <b>chord work</b>- work in pairs to get clean sound with bent fingers- Allocate each chord to a group and then swap- then try to do changes <b>KS2A</b></li> <li>• <b>Sunday Morning</b> reinforce this <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1, 1V, V in G with D7 chord. Invent their own sequence and melody <b>KS2A</b></li> <li>• Improvise-compose over above chords with different feels <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose a chord and provide simplified rhythm</li> <li>• Strum on dampened strings if too challenging <b>KS2A</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Banana Carioca</b></li> <li>• <b>Chinese Melody x parts</b>- add percussion effects and compose extra part</li> <li>• Revise previous weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Play a World Music Video such as: Suntoou Susso, etc <u>Suntoou Susso - Bamba Boiang   Woodburner Live</u> Or Chinese Ensemble <u>Chinese Ensemble Cheong Hong</u> talk about instrumentation, mood etc <b>KS2E KS2C</b></li> <li>• Notation and rhythms for <b>Banana Carioca</b></li> <li>• Revise all singing parts so far</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Banana Carioca</b> - sing note names, hand actions and play through <b>KS2A KS2C</b></li> <li>• <b>Chinese Melody</b> sing note names, hand actions and play through <b>KS2A KS2C</b></li> <li>• Revise all previous material- focus on performance technique, confidence building <b>S2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask which parts of repertoire they find challenging and focus on helping with technical issues- focus on pulse- Lots of individual attention- hear each one play at least one line and use peer appraisal <b>KS2A</b></li> <li>• Develop <b>composition</b> <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop compositions- encourage naming pieces <b>KS2B KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Naming pieces- encourage ideas <b>KS2B</b></li> </ul>

7	<ul style="list-style-type: none"> <li><b>Banana Carioca Focus</b></li> <li>Notes in higher position</li> <li>Hone <b>Composition</b>- children to choose and develop</li> <li>Add f natural and g to make 1 octave A natural minor scale</li> </ul>	<ul style="list-style-type: none"> <li>Revise all singing parts: <b>Sunday Morning, Breakfast Calypso, Wickid Rap</b>, sing note names. Focus on good intonation and quality of sound <b>KS2A KS2C KS2F</b></li> <li>Sing notes/hand actions to <b>Chinese Melody</b> <b>KS2D</b></li> <li><b>Composition</b>- Start to put together ideas <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Call and response</b> with all A natural minor scale 1 oct <b>KS2C KS2D</b></li> <li>Work on composition- <b>KS2D KS2B</b></li> <li><b>Banana Carioca</b> play through this slowly – revision of form- focus on ending an syncopated rhythm <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop improvisation/composition idea <b>KS2B</b></li> <li>Revise all songs so far</li> </ul>	<ul style="list-style-type: none"> <li>Introduce <b>The Star</b> to stretch high achievers <b>KS2A</b></li> </ul>	
8	<ul style="list-style-type: none"> <li>Consolidate learnings from previous weeks and prepare for concert</li> <li>Choose announcers and what they will say-</li> <li>Consider writing out the order and what each announcer will say and pass to class teacher so they can revise during the week)</li> </ul>	<ul style="list-style-type: none"> <li>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 <b>KS2E</b></li> <li>Go through composition structure <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li><b>G, A, B, C, D, E, F, high G, High A</b> call and response ascending and descending</li> <li>Revise all of this term's pieces in order and practice introductions</li> <li>Revise all pieces topping and tailing <b>KS2A</b></li> <li>Composition finalise <b>KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>1 Oct Amin scale call and rspose <b>KS2A</b></li> <li>Revise pieces as needed <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Challenge on chords and extra notes- ask high achievers to assist and comment <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise and finalise input in concert- clear goals and objectives- involve support teacher wherever necessary <b>KS2A</b></li> </ul>
9	Concert revision	<b>Dress Rehearsal for concert- go through concert order</b> <b>KS2A</b>	<ul style="list-style-type: none"> <li>Revise all repertoire for concert- topping and tailing <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask individuals what they would like to work on most</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all work <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise input and be clear <b>KS2A</b></li> </ul>
10	<b>CONCERT</b> <b>Composition, Wickid Rap, Hear that Train, Banana Carioca, The Star, Chinese Melody, Sunday Morning, Breakfast Calypso</b> <ul style="list-style-type: none"> <li><b>KS2A</b> use their instruments and voices, introducing pieces to provide a strong, musical and coherent performance to peers, parent and carers</li> <li><b>KS2B</b>- Incorporate their any songs, pieces and rhythms learned throughout the term into performance</li> <li><b>KS2C</b> Use the listening skills learned so far, to play in time, with strong pulse and rhythm and dynamic articulation</li> <li><b>KS2D</b> Use all the notation learned throughout the term as a visual guide to support the performance- provided appropriate hand signs, written and digital charts</li> <li><b>KS2E</b> Draw from high quality music they have listened to throughout the term to encourage and inspire high quality and stylistic performance</li> <li><b>KS2F</b> Present information on some of the music to audience in terms of historical</li> </ul>					

Curriculum Key	Description	Coverage
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	43
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	25
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	32
KS2D	Use and understand staff and other musical notations	23
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	6