

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, or clapping responses where appropriate. Teachers will provide suitable moments for student demonstration regardless of level of activity, this includes making musical choices. There will be interventions such as simplified notation and /or 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, spare strings and items for quick instrumental 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. • Involve the class in music making and listening. • Introduce names of strings and parts of the instrument. • Learn to hold instrument. 	<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. 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 	<ul style="list-style-type: none"> • Introduce instrument: play something inspiring, show and name parts, go over care of instrument. KS2E • Take out by neck, put on lap (for vlms & vlas), find thick and thin string, give letters and choose animals, e.g. 'E for elephant' and pluck the rhythms on different strings: play around and mix it up! KS2A • Show rest position and playing position – practise transitioning between (vlms & vlas: feet apart, crocodile snap, stop the traffic, find button, look at button hovercraft land on shelf/shoulder, free head, look down runway, rest head on chinrest) KS2A • Learn Willow Waltz with chart – sing with actions (tap heads/shoulders/tummy/knees for different strings), then pluck with vln/vla on lap, then in playing position with thumb on side of fingerboard. No bows yet. Explain what a Waltz is. KS2A KS2D KS2E KS2F • Jig (plucked with chart) - stand-up/sit-down to help memorise note changes. KS2A KS2D 	<ul style="list-style-type: none"> • Label instruments. • Retrieval for Willow Waltz and Jig – mix it up with some children pointing to chart, some showing actions and some playing KS2A KS2D • Check they can all hold instrument comfortably and know names of strings. KS2A 	<ul style="list-style-type: none"> • Ask pupil(s) to be the teacher and lead everyone else from rest position into playing position. KS2A • For those who already play, let them use the bow, and consider giving them rhythmic variations for Willow Waltz and Jig. KS2A 	<ul style="list-style-type: none"> • 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. • If pupils face motor challenges could keep violin / viola on lap to see strings for plucking.
2	<ul style="list-style-type: none"> • Develop steady pulse and accurate pitch through clapping and singing (ongoing). • Reiterate good posture and set-up. • Recognise notation for basic rhythms: crotchet, quavers, and crotchet rests. Introduction to bow holds and bowing. 	<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. KS2C • Introduce flash cards for simple rhythms of tas & ti tis KS2D • Don't Clap This One Back KS2C 	<ul style="list-style-type: none"> • Revisit rest position / playing position and animal sentences for names of strings. KS2A • "Don't Pluck This One Back". Slow and simple this week while students develop coordination. KS2C • Pluck Jig from memory with accompaniment KS2A KS2C • Willow Waltz plucked with chart - add big circles in the rests to prepare action of down bow retakes KS2A KS2D • Trains - perform to class and then ask questions – 'how many strings were used?', then sign and sing through, then pluck, pluck call and response on D string in middle section KS2C KS2E • Practise action of brushing arm or gliding from nose tap to drinking smoothie from a straw, (out / in, or down / up) to a fun backing track. KS2A 	<ul style="list-style-type: none"> • Show bow and name parts – stick / hair, point / heel, screw. • Rule of why not to touch hair and practise loosening / tightening bows. • Begin bow holds KS2A • Experiment with bows on open strings. KS2A 	<ul style="list-style-type: none"> • Try playing Jig or Willow Waltz with eyes shut. KS2A • For anyone already confident, let them demonstrate Jig with bow to group KS2A 	<ul style="list-style-type: none"> • Stay with plucking for longer before using bow. • Experiment with alternative Suzuki-style bow hold, with thumb under frog • Assistant teacher can assist any pupils in gaining fluency with bowing action.
3	<ul style="list-style-type: none"> • Consolidate learnings from previous weeks. • Build confidence in playing with bow. • Develop bowing technique. • Develop notation reading skills from flash cards and aural skills from GM and playing activities. 	<ul style="list-style-type: none"> • Pass The Beat Around the Room (circle) Students to say and clap one syllable each, passing the beat around the room – don't forget the rest! Suggested Audio: Electric Worm by the Beastie Boys. KS2C • Don't Clap This One Back get students to lead. KS2C • Flash Cards – introduce more variation this week. KS2D 	<ul style="list-style-type: none"> • Bow holds recap on backups last week. KS2A • Kinesthetics with bow - stir the magic pot, windscreen wipers, ironing and painting etc. KS2A • Let everyone experiment with bows on strings (specify between bridge and fingerboard) and practice stopping the noise / chaos: "Silent unicorns!" = bows on foreheads. KS2A • Jig with bows – KS2A KS2C • Pluck Willow Waltz pluck, then try with bows with circles KS2A • Trains plucked and signed and then play with bows. In the call and response middle section keep rhythms simple KS2A KS2C 	<ul style="list-style-type: none"> • Focus on bow holds and bowing technique – give individual attention to make sure that each child can hold bow and make a clear sound KS2A 	<ul style="list-style-type: none"> • If there are children who have lessons already or are very confident with the bow let them demonstrate 'expert' bow hold to the others KS2A • Provide opportunities for short solos in any pieces learnt KS2A 	<ul style="list-style-type: none"> • As in weeks 1 and 2. • For those finding co-ordinating with bow tricky, experiment with Suzuki style bow hold or holding bow half-way up • In Trains, a response could be clapped instead of bowed in improvisation section.

5	<ul style="list-style-type: none"> Discover improvisation as creative expression. Further development of bow holds and bowing technique with Consolidation of notation for open strings Prepare for taking instruments home (set expectations). 	<ul style="list-style-type: none"> Play some music as children come into the class (e.g. some Jazz) and begin with a talk about how it relates to Manhattan Blues KS2E KS2F Notation Flash Cards (rhythm and pitch) KS2D Rhythm Clock – introduce simple version by teachers demonstrating first KS2D Pass the Beat Around the Room KS2C 	<ul style="list-style-type: none"> Bowholds and bowing – ask everyone to show their bow holds and announce ‘bowhold’ of the week. Do call and echo on open strings with simple rhythms to develop bowing action KS2A Trains – naming / singing notes from chart and then play with bows with call and echo in middle section KS2D KS2A KS2C Willow Waltz with bow circles – introduce concept of down and up bows and show symbols KS2A Recall Jig with bows KS2A Revise note-reading for D & A and learn Manhattan Blues - chorus by singing and signing KS2D KS2A Explain about improvisation section in Manhattan Blues and let children try improvising KS2B Play Manhattan Blues with improvisation section. KS2B 	<ul style="list-style-type: none"> Reminder on care of instruments and talk about home practise. Revise repertoire from previous sessions, involving children in choices. Solos (own choice) – remembering to give targeted, individual advice to students to help them progress technically. KS2A 	<ul style="list-style-type: none"> For children who are already confident players, ask them to be the leader in the improvisation section of Manhattan Blues. KS2B Where children have outside experience, ask for more complex improvisations KS2B 	<ul style="list-style-type: none"> Pieces can be sung or plucked with actions. In Manhattan Blues, improvisation can be restricted to one open string. In Willow Waltz bows could stay on the string instead of doing circles if more appropriate. Again, ‘being the pointer’ is an opportunity for participation as an alternative to holding an instrument.
6	<ul style="list-style-type: none"> Developing a good tone with free movement on all strings. Consolidation of pieces learnt in the first half of the term. Learn to appreciate the value of practice (instruments home this week) Further development of reading notation. Consolidation of basic improvisation concepts. 	<ul style="list-style-type: none"> Play a Waltz (e.g Strauss) as children come into the room and then have a discussion about how it relates to Willow Waltz KS2E KS2F Rhythm Clock simple version KS2D Flash cards both notation and simple rhythms now. KS2D Pass the Beat Around the Room KS2C 	<ul style="list-style-type: none"> Technique refresh – if after holiday, refresh hold of instrument, bow hold and bowing action. KS2A Notation – recap with a quiz KS2D Play Jig, Willow Waltz, Trains after singing and signing from charts. KS2D KS2E Re-cap notation for open strings KS2A KS2D All pieces at this point emphasise big swiny bows. KS2A Manhattan Blues try violin ‘conversations’ in pairs – freestyle for improvisation thinking about character, mood etc. KS2B KS2E Introduce Sailing Home or Falling Leaves using notation. Practice slow 4 beat bows and encourage relaxed mood with image of boat floating on the string using full length of bow. KS2E Sing and Sign Sailing Home or Falling Leaves from notation KS2D 	<ul style="list-style-type: none"> Improvisations for Manhattan Blues – work on feeling 2 bars and fitting impro within (rest of group to count 4 twice aloud to help). KS2B Practise bowing for Sailing Home or Falling Leaves– talk about weight of bow, speed etc KS2A 	<ul style="list-style-type: none"> Sailing Home finger part from Vamoosh 2. KS2A KS2D Where appropriate offer leadership opportunities to confident learners being the ‘teacher’ in leading improvisation for example KS2B 	<ul style="list-style-type: none"> Bowing for Sailing Home can still be practised without instrument (brushing arm). Pieces can be sung / signed where appropriate to maximise participation. Personalised / alternative notation charts can be introduced for specific pieces if helpful.
7	<ul style="list-style-type: none"> Consolidation of notation and bowing skills in repertoire already learnt. Development of good tone with slow sustained bowing. Introduction of new repertoire to stretch notation and playing skills. 	<ul style="list-style-type: none"> Flash cards for notation and rhythms with more variation KS2D Rhythm Clock – still with the simple version KS2D Don’t Clap This One Back – introduce ‘put your finger on your nose’ as well KS2C 	<ul style="list-style-type: none"> Manhattan Blues with 2 bar improvisation KS2B Recap of Trains, Willow Waltz and Jig – use each for a quick notation quiz and emphasise the need for good bow holds, bowing action and instrument hold in each. KS2A KS2D Sailing Home or Falling Leaves- sing and sign from notation and then play with emphasis on slow bows and good tone KS2A KS2D On Top of Old Smokey- stave work (clap rhythm then work out notes) then sing, pluck, play. KS2D KS2A 	<ul style="list-style-type: none"> Practise On Top of Old Smokey by give each child (or pair) either G, D or A notes to play. KS2A Talk about the musical style of On Top of Old Smokey and how it relates to traditional songs KS2F 	<ul style="list-style-type: none"> Harder part for Sailing Home if needed. If pupils are already confident let them demonstrate new pieces to the class KS2A 	<ul style="list-style-type: none"> Letter / alternative note charts can be used as before. Assistant to help with maximising participation, whether by signing, pointing or supporting in other ways.
8	<ul style="list-style-type: none"> Consolidation of repertoire learnt so far in the term. Building of expectations and excitement for the concert. Develop understanding of concert / performance etiquette. Building confidence for performing. 	<ul style="list-style-type: none"> Rhythm Clock a more complicated version can be introduced now with variety of rhythms KS2D Notation flash cards - this can be played by individuals on instruments KS2D Don’t Clap This One Back with ‘put your finger on your nose’ KS2C 	<ul style="list-style-type: none"> Ask who is practising and how often? Perform to the children (teacher duet) – talk about mood, character, techniques. Model concert etiquette including announcing and bowing, and discuss their upcoming performance KS2E On Top of Old Smokey – sing and sign from notation – play at slow speed and then faster. KS2A KS2D Trains with call and response, Willow Waltz, Jig, Manhattan Blues with improvisations, Sailing Home and /or Falling Leaves, On Top of Old Smokey KS2A KS2B Learn Jingle Bells - sing and sign firstly then play phrases as call and response – KS2C 	<ul style="list-style-type: none"> Solos (own choice) – remembering to give targeted, individual advice to students to help them progress KS2A Make sure all can play Jingle Bells KS2A 	<ul style="list-style-type: none"> On Top of Old Smokey in warm up – can anyone sing the words whilst tapping violin notes on body? Jingle Bells LH finger part from Vamoosh 2 for those already using fingers. KS2A KS2D 	<ul style="list-style-type: none"> Option to sing Jingle Bells instead. KS2C Improvisation can continue to be made simple with option for one string, one rhythm or limited in length KS2B Maximise participation through opportunities for ‘pointing’ or signing roles where appropriate
9	<ul style="list-style-type: none"> Consolidate learnings from previous weeks and prepare for concert. Develop performance skills, playing a variety of rep in various styles and speeds. Memorise as much repertoire as possible to develop aural and performance skills. 	<ul style="list-style-type: none"> Don’t Clap This One Back with ‘put your finger on your nose’ KS2C Echo and response to class with sections of pieces learnt KS2C Rhythm Clock – more complicated version. KS2C 	<ul style="list-style-type: none"> Establish concert order, select announcers for the concert and practise announcements. Remind about rest position when not playing and good posture for playing KS2A Memorise as much repertoire as possible and used notation as needed: Trains with call and response, Willow Waltz, Jig, Manhattan Blues with improvisations, Sailing Home / Falling Leaves, On Top of Old Smokey (play, sing, play), Jingle Bells KS2A KS2C KS2D KS2B Check whether school can video for next week. Involve year 5 and 6 children where possible - ideally all play together at the end (e.g. Jingle Bells with tune) KS2A 	<ul style="list-style-type: none"> Spend time on any pieces that need more attention. KS2A Give announcers practise time if possible. Reiterate points about concert etiquette. KS2A 	<ul style="list-style-type: none"> 1 or 2 children to perform solo in front of class if they want to KS2A Where appropriate harder parts in Sailing Home / Jingle Bells KS2A 	<ul style="list-style-type: none"> Make sure charts are available if needed and that teachers are signing for children who will benefit. Pupils themselves can sign / sing/ point instead of playing if this maximises participation
10	<ul style="list-style-type: none"> CONCERT WEEK Confident performance using concert etiquette. A celebration of the term’s learning and the skills gained. Introduce concept of using fingers for next term. 	<ul style="list-style-type: none"> Quick warm up with Don’t Clap This One Back and / or rhythm clock. KS2C Call and echo for sections of pieces learnt as warm up. KS2A 	<ul style="list-style-type: none"> If possible, rehearse pieces first, and give reminders about concert etiquette (announcing with appropriate historical information where appropriate /bowing) KS2A KS2E KS2F Remind those who want to improvise in concert to make it clear by putting up hand in Manhattan Blues KS2B Involve continuers with their own performance plus a piece for everyone at end if possible KS2A Performance of repertoire including Trains (with call and response), Willow Waltz, Jig, Manhattan Blues with improvisations, Sailing Home / Falling Leaves, On Top of Old Smokey and Jingle Bells KS2A KS2C KS2D 	<ul style="list-style-type: none"> Introduction to using fingers for next term – demonstrate and explain to pupils the different pitches that can be made. KS2A 	<ul style="list-style-type: none"> Solo improvisations in Manhattan Blues KS2A KS2B Provide opportunities for other solos in other pieces where appropriate for those that want to do them KS2A Make the announcing challenge more demanding where appropriate with historical information about pieces performed KS2E KS2F 	<ul style="list-style-type: none"> Make sure that pupils who need them have finger charts. If necessary, some pieces can be sung /signed instead of played. Assistant to support as much as possible and appropriate to ensure maximum participation of all pupils.

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	64
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	27
KS2D	Use and understand staff and other musical notations	32
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	6
KS2F	Develop an understanding of the history of music	6

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TERM 2

	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"> • Re-establish rapport with class established in term 1. • Build excitement about new skills to be learnt in the term 2. • Recap material learnt in term 1 and refresh playing and listening skills. • Introduce the use of fingers. 	<ul style="list-style-type: none"> • As class enter room have some music of any genre playing and ask them for their reactions at the end - have a brief discussion of composer, era composed and instrumentation KS2E KS2F • Revisit Name Game (C  Say names in rest. Use app/keyboard drum beat or other instrumental track and get students to notice/feel the steady beat. KS2C • Don't Clap This One Back – without instruments. KS2C • Trains from term 1 with call and echo rhythms on the D string. KS2C KS2A 	<ul style="list-style-type: none"> • Revisit rest position / playing position, reminders about pegs / hair of bow / looking after instrument KS2A • Recap repertoire from last term to warm up and refresh playing skills – e.g. any from Willow Waltz, Jig, Sailing Home / Falling Leaves, On Top of Old Smokey, Trains KS2A KS2D KS2C • Manhattan Blues to revisit improvisation. KS2B KS2A • Play something impressive with fingers to demonstrate the many different pitches that can be made. KS2AKS2E • Sing through a beginner finger piece with finger numbers from notation – e.g. Sunny Day or Morning Sunshine KS2D KS2C 	<ul style="list-style-type: none"> • Ask pupils which pieces they would like to play to refresh skills after the holiday. KS2A • Demonstrate how to use fingers again and show a 'waterfall wrist' and 'step fingers' (equivalent for cello). KS2A • Ask pupils to try putting 3 fingers down on the D string and one by one ask them to play it and help them to get a clear sound. KS2A KS2C • Sing and tap fingers for Sunny Day or Morning Sunshine from notation and by ear. KS2D • Play through finger piece slowly. KS2A 	<ul style="list-style-type: none"> • For those who already play and who have already learnt how to use fingers, ask them if they would like to demonstrate to others in the group. KS2A 	<ul style="list-style-type: none"> • Some children may need more time and individual help to gain a clear sound with fingers. • Place large stickers on instruments for finger placement. • If the fine motor skills for finger placement are not possible, have open string versions of pieces as alternatives.
2	<ul style="list-style-type: none"> • Develop basic finger technique and establish a good set up. • Relate new finger pitches to new notation. • Reinforce sense of internal pitch related to pitches made on instrument with singing. 	<ul style="list-style-type: none"> • As class enter play some music from a genre related to one of their known pieces - e.g. a waltz and have a discussion about the similarities with the piece they know and historical context (in ¾ time, a dance, dating from etc) KS2E KS2F • Rhythm and notation flash cards – on their own and then with a backing track. KS2D • Bella Mama round – for internal pitch development. Demonstrate to class with hand signs – either solfa or pitch levels. Sing altogether with dynamics 'as quietly as you can' and then 'loudly'. KS2C 	<ul style="list-style-type: none"> • Warm up with a play through of well-known repertoire e.g. Trains, Willow Waltz, Jig etc KS2A KS2D • Remind pupils about having good posture, relaxed bow arm, good hold of violin. KS2A • Focus on making sound with fingers – play rhythm to class with 1 finger on D and ask them to repeat, then, 2, then 3. Ask small groups to demonstrate to rest of class. KS2A KS2C • Sunny Day or Morning Sunshine play a phrase slowly to class and ask them to echo it. Recap on technique for clear sound (strong fingers, waterfall wrist etc). KS2C KS2A • Sunny Day or Morning Sunshine with backing track, slowly. KS2A KS2C 	<ul style="list-style-type: none"> • Put finger dots on violins for 1,2 and 3 fingers in D major. KS2A • Revisit finger technique discussed in whole class – waterfall wrist / strong bridge fingers. KS2A • Sing through Sunny Day or Morning Sunshine tap fingers and then play with bows, slowly at first without backing track and then with backing track and with music. KS2A KS2D KS2C 	<ul style="list-style-type: none"> • For those who already play and who have already learnt how to use fingers, ask them if they would like to play solos of Morning Sunshine or Sunny Day to the group from notation. KS2A KS2D 	<ul style="list-style-type: none"> • Writing numbers under notation to help with note reading or finger charts might be useful for some pupils. • Coloured stickers as well as extra-large stickers might help some pupils. • As before, open string parts are also possible if it encourages as much inclusion as possible.
3	<ul style="list-style-type: none"> • Strengthen finger technique and consolidate good left-hand position. • Develop use of fingers and understanding of relationship to notation and pitch. • Develop understanding about the creation of different moods in music. 	<ul style="list-style-type: none"> • Rhythm flash cards or on their own and then with a backing track. Or Rhythm Clock. KS2D • Bella Mama round – for internal pitch development. Sing together with hand signs – either solfa or pitch levels. Sing altogether with different dynamics. Explain how singing the different pitches relates to making different pitches on the instrument with fingers and play them the song on the violin to the pupils. KS2C KS2E KS2C • Notation reading from stave – introduce some additional flash cards with notation for fingers KS2D 	<ul style="list-style-type: none"> • Morning Sunshine or Sunny Day– sing and tap fingers and then play a phrase at a time to class for them to echo. KS2C KS2A • Sunny Day or Morning Sunshine class play with backing track. KS2A KS2C • Afternoon Rain – sing from chart / music to backing track and tap fingers. KS2D KS2C • Ask class about the mood of the piece and how it is created and how it is different to Morning Sunshine / Sunny Day KS2C (harmony, speed and sounds of backing track create different mood). KS2E KS2C 	<ul style="list-style-type: none"> • Relate note playing work in whole class to notation and stave from books / sheets or charts. KS2D • Use giant stave or screen with counter to ask children to find notes with fingers ('can you put the button in the place for 2 on D?') KS2D • Play through any / as many as possible of finger pieces Sunny Day, Morning Sunshine, Afternoon Rain – and give chances for solos of sections with individualised advice for improvement. KS2A 	<ul style="list-style-type: none"> • If pupils are confident with using fingers, ask if any of them would like to demonstrate a section of a finger piece to the class either as a solo or in a small group. KS2A • Ask confident players to think about how to make different moods / colours in the music through slow / fast or /heavy /light bows KS2A KS2C 	<ul style="list-style-type: none"> • Provide number charts instead of standard notation where appropriate. • Take time to give extra guidance where needed to help with finger technique. • Make open string versions available if appropriate as before. • Adjust the tempo of pieces as much as needed to maximise learning (e.g. through the speed shifter app).

4	<ul style="list-style-type: none"> Widen repertoire with fingers further. Strengthen understanding of different pitches on instruments and relationship to notation. Develop understanding of different moods in music and related styles. 	<ul style="list-style-type: none"> Bella Mamma round as before but try in two parts. KS2C KS2E Linking notation to new pitches played with fingers – use a giant staff / or a screen with a staff and coin / toy car/ button to show how the notes move up and down the musical ‘ladder’. KS2D KS2A KS2C Ask pupils to put the item in the right place on the staff for a particular note – e.g. “<i>can you find 1 finger on D?</i>” KS2D KS2C Play the class some reggae to relate to Under the Coconut Tree – discuss the feel rhythm of the music and explain that they will be learning how to play a reggae style piece KS2E KS2F 	<ul style="list-style-type: none"> Review and consolidate Sunny Day and / or Morning Sunshine and Afternoon Rain. KS2A KS2D KS2C Finger notation piece – Under the Coconut Tree. Explain how the notes on the staff relate to fingers on the finger board. Talk about the style and mood of the piece and relate to the other reggae piece played earlier. KS2E KS2D KS2F Sing the finger numbers along with the backing track whilst tapping fingers from notation. KS2D KS2A KS2C Play Under the Coconut Tree without backing track slowly to get a clear sound (emphasise the need for good technique to help this). KS2A KS2C Teachers perform Pineapples Are Juicy (Vamoosh 1.5) to class and explain about improvisation section – have a quick discussion about the latin style of the piece and ask if they know where that style originates / if they know other pieces of music in the same style KS2B KS2E KS2F 	<ul style="list-style-type: none"> Consolidate finger pieces already begun further reading from notation or finger charts. KS2A KS2D KS2C Focus on Under the Coconut Tree and give individual attention to each pupil to make sure they are making a clear sound with fingers. KS2A KS2D KS2C Sing and sign Pineapples Are Juicy and use call and response of individual phrases by rote. KS2C Give opportunities for individual improvisations in improv section of Pineapples are Juicy. KS2B 	<ul style="list-style-type: none"> Ask confident pupils to play Pineapples to the rest of the group. KS2A For pupils who are confident about improvisation, discuss what makes a good improvisation (rhythmic impetus / answering phrase / similar notes to musical question etc) KS2B 	<ul style="list-style-type: none"> Continue to slow down backing tracks if helpful (using settings on YouTube or playback app). Use finger notation charts where needed and open string parts for those who need them. Singing through finger patterns slowly before trying them in the small group lesson is a helpful way to embed them. The singing can replace playing if / where appropriate. Sometimes singing the piece in sol fa might be helpful.
5	<ul style="list-style-type: none"> Refresh and develop improvisation skills. Incorporate use of fingers and new pitches into improvisation. Consolidate use of fingers and understanding of how this relates to different pitches. 	<ul style="list-style-type: none"> Bella Mamma round in two parts KS2C Notation flash cards with phrases from recent finger pieces – ask if pupils can guess which pieces phrases are from KS2D KS2C Rhythm Clock – recap more complex version from term KS2D Pupils can be ‘be the teacher and ask others to find a place for a particular note and tell them if they are correct. KS2D KS2C 	<ul style="list-style-type: none"> Review Morning Sunshine and / or Sunny Day and Afternoon Rain KS2A KS2C Under the Coconut Tree, sing and sign and play – allow for solos. KS2A KS2C Sing Pineapples are Juicy to words, fingers, do call and response and then play together. KS2A KS2D KS2C Encourage the use of fingers in improvisations in Pineapples Are Juicy. KS2A KS2B Introduce Grand Old Duke of York – sing and sign, relate to notation, keep a steady pulse in intro with marching feet. KS2D KS2C Call and response with Grand Old Duke, phrase by phrase KS2C KS2A 	<ul style="list-style-type: none"> Develop ideas about improvisation in Pineapples – experiment with more complex improvisations with fingers and discuss how these could be written down in number charts or with standard notation. KS2B Go through Grand Old Duke giving individual attention where needed. KS2A Review of other material learnt so far KS2A KS2C 	<ul style="list-style-type: none"> Those who can already play Grand Old Duke confidently can play it with more complex rhythms that the ones written. KS2A KS2C For confident players, in the improv section of Pineapples, make the musical ‘question’ more demanding with more complex melodic and rhythmic lines to encourage more sophisticated musical ‘answers’. KS2B KS2A KS2C 	<ul style="list-style-type: none"> Where material is challenging it can be plucked instead of bowed – Grand Old Duke and/ or open string versions can be used. Improvisation can be kept to open strings and /or a simple rhythm. Any musical participation is valid if it maximises inclusion, so if using fingers is not possible in any of the pieces, focus on what can be achieved rhythmically on open strings.
6	<ul style="list-style-type: none"> Gain fluency in use of fingers and relationship to notation. Consolidate and widen repertoire that uses fingers and more varied pitches. Fully incorporate use of fingers into improvisation. 	<ul style="list-style-type: none"> Call and Response by ear but using several fingers now KS2C Rhythm Clock – but with half the class keeping a steady pulse and the others doing the patterns and then swapping over. KS2D KS2C Stave work for any of the pieces learnt – ask if pupils can put items on a staff for first phrase or two phrases of the piece and then ask the class to play it. KS2D KS2A KS2C Play the class a recording of some marching music and get them to march along with the pulse to relate to Grand Old Duke KS2E KS2F 	<ul style="list-style-type: none"> Pineapples Are Juicy – improvisation section now with use of fingers for as many pupils as possible. KS2B KS2A KS2C Grand Old Duke – consolidate from previous lesson. KS2A KS2D KS2C Review and consolidation of other pieces learnt in first half of term Morning Sunshine and or Sunny Day, Afternoon Rain KS2A Introduce Hokey Cokey – sing fingers to backing track and relate to notation KS2A KS2D Play verse of Hokey Cokey slowly without backing track at first and then with track and sing chorus with words. KS2A 	<ul style="list-style-type: none"> Focus on newer material – Grand Old Duke, make sure each pupil can make a clear sound with fingers and encourage short solos with individualised advice. KS2A Spend time making sure each pupil can play (or participate at relevant level) with as much individual attention as possible – it might be good to ask each child to play a few notes alone, or in pairs to make sure each gets focus on them in this lesson in Hokey Cokey. KS2A 	<ul style="list-style-type: none"> In the Call and Response activity ask a pupil to be the teacher / leader. KS2A KS2C Allow opportunities for solos to the whole class or backup group. KS2A Continue to encourage the most sophisticated improvisations possible from the most fluent players KS2A KS2B 	<ul style="list-style-type: none"> There is the option to sing instead of play, e.g. in Hokey Cokey if this ensures participation for pupils who might otherwise find playing too challenging. Tempos of pieces can continue to be altered with the speed shifting app where needed. Encourage all pupils to take part in all improvisation sessions even if participation remains only on a single open string. Build confidence about all skills learnt, whatever they may be, with positive feedback.
7	<ul style="list-style-type: none"> Consolidate repertoire learnt so far this term. Develop fluency of playing with fingers with new material and improvisation. Build confidence and excitement for upcoming concert. 	<ul style="list-style-type: none"> Bella Mamma as a class and then in parts with focus on pitch and intonation. KS2C Call and response using fingers on instruments. KS2C Rhythm Clock – using complex version KS2C KS2D Music History Play the class some orchestral music as they enter the class and then have a discussion - ask if they can identify which instruments are playing and the time the music was composed KS2E KS2F 	<ul style="list-style-type: none"> Review and consolidation of Morning Sunshine and /or Sunny Day, Afternoon Rain, Pineapples, Under the Coconut Tree, Grand Old Duke of York, Hokey Cokey KS2A KS2D KS2C Improvisation with Pineapples Are Juicy KS2B KS2A KS2C Chuck Wagon – teachers perform to the class then get class to sing notes and tap fingers from notation. KS2C KS2E Play each phrase of Chuck Wagon to class as call and echo and then put all of them together and play piece. KS2C KS2A KS2D 	<ul style="list-style-type: none"> Chuck Wagon – give each pupil the chance to play a small section as a solo and give individual advice. KS2A Play through as much of the other repertoire learnt as possible KS2A KS2D KS2C KS2B In pieces where tempos have been slowed down up til now see if it is possible for groups to play at the recommended tempos KS2A 	<ul style="list-style-type: none"> For those finding material straightforward, see if they can play Chuck Wagon to the rest of their group and see how much they can memorise straight away. KS2A KS2C See how many of the established pieces pupils can play from memory. KS2A KS2C 	<ul style="list-style-type: none"> Open string version of Chuck Wagon and other pieces can be used if necessary. Tempos can still be amended as needed. Improvisations can still be on open strings but try and encourage confident rhythmic playing as much as possible. If needed, pieces can still be sung instead of played or sections sung instead of played.
8	<ul style="list-style-type: none"> Consolidate learnings from previous weeks and prepare for concert. Increase confidence in playing solo and in new material. Build expectations for the concert and begin to refresh concert etiquette / performance skills 	<ul style="list-style-type: none"> Rhythm Clock – complex version KS2D Bella Mamma as a class and then in parts with focus on pitch and intonation. KS2C Call and Response – using sections of pieces learnt so far in the term. KS2C KS2A Notation and rhythm flash cards (instead of or in addition to rhythm clock) KS2D Music History Play the class the section of a concerto as they enter the class. Have a discussion about what a 	<ul style="list-style-type: none"> Review of material learnt so far: Morning Sunshine and /or Sunny Day, Afternoon Rain, Pineapples, Under the Coconut Tree, Grand Old Duke, The Old Chuckwagon, Hokey Cokey KS2A, KS2B KS2C KS2D Perform on of the pieces to the children (teacher duet) – talk about mood, character, techniques. Model concert etiquette including announcing and bowing, and discuss their upcoming performance KS2E KS2A Chuck Wagon - consolidate and build confidence in performing the piece. KS2A 	<ul style="list-style-type: none"> Use some time to refresh good set up for fingers – waterfall wrists, strong step fingers, relaxed thumb. KS2A New Material – play games with playing it though by letting pupils take a section solo each and try to perform without gaps KS2C Make link between good technique and good presentation for concert. KS2A 	<ul style="list-style-type: none"> Ask if anyone wants to play any of the new material to the group as a solo. KS2A Ask pupils with good technique to demonstrate to others by playing and showing hand position. KS2A With the ‘bad violinist game’ ask able pupils about more subtle 	<ul style="list-style-type: none"> Open string versions can be used for any of the pieces where needed. Pieces can be sung or signed instead of played if necessary. Improvisations can remain on open strings where needed.

		concerto is and see if they can identify which instrument was the soloist (violin / viola / cello) KS2E KS2F	<ul style="list-style-type: none"> New material: Hot Cross Buns or Funky Fingers - these can be learnt by ear, sing fingers first with backing track and then playing KS2C KS2A 	<ul style="list-style-type: none"> Be a 'bad violinist' with deliberately bad technique and ask pupils to correct one thing each at a time as 'the teachers' KS2A 	technical issues (e.g. 'is my left thumb ok so high up?'). KS2A	
9	<ul style="list-style-type: none"> Consolidate learnings from previous weeks and prepare for concert with as much repertoire as possible from memory. Develop performance skills, playing a variety of rep in various styles and speeds Consolidate concert etiquette and announcing skills learnt in term 1. 	<ul style="list-style-type: none"> Warm up with Bella Mamma in 4 parts. KS2 C Call and Response with instruments beginning simple and getting more complicated. KS2C Notation and rhythm flash cards. KS2D Music History As the class are entering play an excerpt of some jazz and ask if the students can relate it to any of the pieces they have been playing this or last term e.g. Manhattan Blues / Funky Fingers or other jazz related pieces. KS2E KS2F 	<ul style="list-style-type: none"> Establish concert order, select announcers for the concert and practise announcements so there is no need to prompt. Memorise as much repertoire as possible: KS2A KS2C Morning Sunshine and /or Sunny Day, Afternoon Rain, Pineapples, Under the Coconut Tree, Grand Old Duke, The Old Chuckwagon, Hokey Cokey, Funky Fingers and /or Hot Cross Buns Check whether school can video or record audio for next week Involve year 5 and 6 children where possible. They should ideally all play together at the end (e.g. Pineapples Are Juicy) KS2A KS2B 	<ul style="list-style-type: none"> Identify any concert pieces that need extra work and focus on those. KS2A Build excitement for the concert and remind about concert etiquette (rest position, bowing etc) KS2A Bad Violinist game to reinforce good technique KS2A Use time in the small group session to also consolidate memorising of as many pieces as possible. KS2C 	<ul style="list-style-type: none"> Identify which pupils are particularly keen to do solos in the concert in the improvisation piece or elsewhere. KS2A KS2B Encourage ambitious improvisation from confident players with emphasis on melodic shape in preparation for the concert. KS2A KS2B 	<ul style="list-style-type: none"> Make sure positioning of pupils is the best possible for concert preparation -e.g. next to assistant or near to charts and resources are ready. Prepare with all necessary materials – finger charts / open string charts / larger stickers for fingers etc
10	<ul style="list-style-type: none"> CONCERT WEEK Confident performance using concert etiquette. A celebration of the term's learning and the skills gained. 	<ul style="list-style-type: none"> Quick warm up with echo and response of any sections of pieces learnt and rhythm clock KS2C 	<ul style="list-style-type: none"> If possible, rehearse pieces first, plus concert etiquette (announcing /bowing) KS2A Remind those who want to improvise in concert to make it clear by putting up hand in Pineapples Are Juicy KS2B Involve continuers with their own performance plus a piece for everyone at end if possible KS2A Performance of repertoire including Morning Sunshine and/ or Sunny Day, Afternoon Rain, Pineapples, Under the Coconut Tree, Grand Old Duke, The Old Chuckwagon, Hokey Cokey, Funky Fingers and / or Hot Cross Buns KS2A KS2B KS2D KS2C KS2E KS2F 	<ul style="list-style-type: none"> Reminders about care of instruments over holidays and need to practise. Rehearsals of announcing and any sections needing more attention. KS2A Give students individual attention with concert etiquette (rest position, posture etc). KS2A Give individual attention with last minute rehearsal on the most challenging pieces. KS2A 	<ul style="list-style-type: none"> If any pupils want to play solos of sections of pieces, incorporate where possible. KS2A Give scope for ambitious improvisations wherever possible. KS2B KS2A If pupils are confident and want more solo opportunities they can be given the 'leader' role in improvisation sections. KS2A KS2B 	<ul style="list-style-type: none"> Make sure finger charts and / or alternative notation is available for those who need it. Pieces can be sung or signed in the concert, if necessary, instead of played. Position assistant next to pupils needing extra support in the concert. If helpful, assistant can point to music on charts during concert and / or sign music.

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	88
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	21
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	67
KS2D	Use and understand staff and other musical notations	37
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	18
KS2F	Develop an understanding of the history of music	12

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, or clapping responses where appropriate. Teachers will provide suitable moments for student demonstration regardless of level of activity, this includes making musical choices. There will be interventions such as simplified notation and /or 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, spare strings and items for quick instrumental 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"> • Refresh playing and musical skills gained last term. • Introduce new repertoire with specific bowing techniques. • Build excitement for the term ahead. 	<ul style="list-style-type: none"> • Music History As class come into the room play them some baroque string music and then have a brief discussion about the era, e.g. discuss how Vivaldi wrote a lot of string music that developed new techniques and was a virtuoso violinist. KS2F KS2E • Rhythm Clock - review of last term KS2D KS2C • Notation and Rhythm flashcards – (review of last term). KS2D KS2C • Echo and response – with instruments, first with open strings and then using fingers KS2C KS2A 	<ul style="list-style-type: none"> • Refresh playing skills with a recap of last term’s concert repertoire e.g. Morning Sunshine / Sunny Day, Afternoon Rain, Pineapples, Under the Coconut Tree, Grand Old Duke of York, The Old Chuckwagon, Hokey Cokey, Hot Cross Buns/ Funky Fingers KS2A KS2E KS2D KS2C KS2B • Introduce Blue Blazes - play to class whilst they sign and sing notes from notation. KS2D KS2E • Talk about legato / staccato bowing used in Blue Blazes and to achieve it. KS2A • Play Blue Blazes as call and response and then all the way through. KSC2C KS2A 	<ul style="list-style-type: none"> • Reminders of good basic technique with well-known repertoire and individual attention to bow holds and instrument hold. KS2A • Blue Blazes - play phrases as call and response exercise. KS2C KS2A • Blue Blazes – play from notation KS2D • Focus on legato / staccato bowing used in Blue Blazes and to achieve it. Ask each pupil to demonstrate (relate to baroque piece at beginning of lesson if possible) KS2A KS2C KS2E KS2D 	<ul style="list-style-type: none"> • If there are confident note readers in the group, ask them if they would like to perform Blue Blazes to the group as a solo KS2A KS2D KS2C • See how much of Blue Blazes groups can play with their eyes closed as a game KS2A KS2C 	<ul style="list-style-type: none"> • Large charts / alternative notation charts can be provided for pupils who experience specific processing challenges. • Make sure children are placed in the best place in the room if they need extra guidance with reading, near large charts or with individual stands. • Blue Blazes can be plucked instead of bowed.
2	<ul style="list-style-type: none"> • Develop notation reading skills. • Strengthen musical retrieval and aural skills. • Consolidate new bowing techniques and expressive techniques (legato bowing / staccato bowing) • Refresh improvisation skills. 	<ul style="list-style-type: none"> • As class enters the classroom play them some more baroque music. Test their recall from the last week’s discussion. Relate music to legato / staccato techniques covered last week. KS2F • Rhythm Clock KS2D KS2C • Notation and Rhythm flashcards –expression markings (e.g. legato / staccato as begun last week in Blue Blazes). KS2D KS2C • Echo and response – with instruments, using fingers KS2C KS2A • As well as echo and response try some improvised call and response with a backing track to revisit skills of last term or recap Pineapples for improvisation KS2B 	<ul style="list-style-type: none"> • Blue Blazes - sign and sing and then play – ask the class about legato / staccato bowing and the mood of the music. KS2A KS2E KS2C • A String Hoedown- play piece to the class and ask them to follow notation with finger whilst listening. Ask questions e.g. ‘which string(s) is this piece on?’ KS2C KS2D KS2E • Ask the class if they know what a hoe down is and where it originates KS2F • Echo and response with sections of A String Hoedown by ear - relate these to sections of notation. KS2A KS2C KS2D KS2F 	<ul style="list-style-type: none"> • Playing A String Hoedown slowly – give each pupil the chance to play a line or section in a pair or small group to give individual attention. KS2A • Stave work with notes from A String Hoedown. Sing, sign and tap notes after naming notes. KS2D KS2C KS2A • Consolidate Blue Blazes. KS2A KS2C • Recap Pineapples in small groups to refresh improvisation skills KS2B 	<ul style="list-style-type: none"> • Try playing Blue Blazes with eyes shut, rather than looking at chart and / or strings KS2C KS2A • If there are confident players in the group, ask them to perform sections of A String Hoedown / Incredible to the group as solos (slow version) KS2A • With improvisation ask students to bring notated versions of improvisations next week (could be in graphic score or traditional notation). 	<ul style="list-style-type: none"> • Adapted (open string parts) for A String Hoedown can be used or easy finger charts. • More time can be used for echo and response of sections of pieces if helpful. • Ask pupils if they want to help with signing / singing pieces through whilst others play if this ensures involvement. • If appropriate, pair children strategically for peer learning.
3	<ul style="list-style-type: none"> • Consolidate skills from previous weeks – legato / staccato / new repertoire. • Develop links between internal pitch and notation. • Broaden repertoire further. • Consolidating improvisation skills. 	<ul style="list-style-type: none"> • Rhythm Clock KS2D KS2C • Echo and response with instruments – allow students to ‘be the teacher’ KS2C KS2A • Improvisation with Pineapples or with a backing track KS2B • Introduce Benedetti Gimme 1 body percussion call and response game, first two verses KS2C 	<ul style="list-style-type: none"> • Pineapples – play as warm up with focus on improvisation sections KS2B KS2A • Blue Blazes - play as warm up with reminders about legato and staccato techniques. KS2A KS2C KS2D KS2E • A String Hoedown - sing and sign with actions, play sections as call and response and then play all the way through at a slow pace and then at a faster pace from notation KS2C KS2A KS2D KS2E • Incredible- play piece to the class and ask them to follow notation with finger whilst listening. Ask questions e.g. ‘which string(s) is this piece on?’ KS2C KS2D KS2E 	<ul style="list-style-type: none"> • A String Hoedown - consolidation of note / score reading with slow play through. Give opportunity for paired or solo performance KS2A KS2D • Incredible slowly – give each pupil the chance to play a line or section in a pair or small group to give individual attention. KS2A KS2C • Make sure all understand dynamic contrast techniques (close / far away from bridge, 	<ul style="list-style-type: none"> • If players are confident about A String Hoedown they can play it at the faster performance tempo. KS2A • If confident about Incredible students can perform sections or the whole piece from memory to the group. KS2A KS2D • Ask if any students have bought in notated improvisations / 	<ul style="list-style-type: none"> • As in weeks 1 and 2 finger charts and adapted parts can be used. • Keeping time with percussion can be used as an alternative to playing, if appropriate. • In Incredible open string sections can be played and other sections signed if necessary. • Make sure that the assistant teacher or TA is standing wherever is best to give

			<ul style="list-style-type: none"> Incredible - call and response by ear in sections KS2C KS2A 	<ul style="list-style-type: none"> bow pressure etc) and use these in Incredible KS2A KS2C 	<ul style="list-style-type: none"> compositions as discussed in previous week. KS2B 	<ul style="list-style-type: none"> maximum support as needed (pointing to adapted parts if necessary)
4	<ul style="list-style-type: none"> Strengthen new material. Learn new technical / expressive skills – dynamics and harmonics. Improve note reading and playing skills and aural skills. 	<ul style="list-style-type: none"> Gimme 1 (Benedetti warm up) – call and response body percussion – refresh first two verses and add in others. KS2C Flash Cards – notation / rhythm and expression- KS2D KS2C Echo and response with instruments incorporating staccato and legato and dynamics. KS2C KS2A Music History - Play the class some music from the classical era and explain that it was written later than the baroque music they heard a couple of weeks before – relate to a visual music timeline if possible. KS2E KS2F 	<ul style="list-style-type: none"> Consolidate A String Hoe Down, Incredible and Blue Blazes, legato and staccato, and notation and dynamics in both pieces. KS2A KS2C KS2D KS2E Walk on Mars - Teachers perform to class. Explain harmonic sections – let pupils experiment with harmonic slides and moving wrists. Ask what kind of mood is created by the effect and talk about the ‘story’ of the piece. KS2E KS2A KS2F Make sure that pupils know how to make forte and piano sounds on the violin and the techniques needed – ask for demonstrations. KS2A Walk on Mars - Sing through first melodic section with signing and then play as call and response. KS2C KS2D Sing and sign middle section of Walk on Mars from notation - talk about dynamics and contrast between sections. KS2D KS2A KS2C 	<ul style="list-style-type: none"> Walk on Mars – Make sure every pupil understands the technique for harmonics at beginning. Give pupils opportunities to ‘be the teacher’ and demonstrate to others how to do it. KS2A Walk on Mars section one, make sure each pupil understands the repeated phrases and can sing and sign it. KS2D KS2C KS2A Walk on Mars – middle section, sing and sign and play from ear and from notation KS2D KS2A KS2C Play Walk on Mars all the way through at a slow pace. KS2A 	<ul style="list-style-type: none"> Confident student can perform Walk on Mars to the rest of the group, or sections of it. KS2A. Confident groups can play Walk on Mars at the faster performance pace. KS2A Ask students who want to play solos to rest of the group to perform any piece of their choice learnt so far. KS2A 	<ul style="list-style-type: none"> Slow down the backing track for Walk on Mars as much as needed to help with learning (on speed shifter app or similar). As before use adapted / open string parts as necessary. Again, use the support of the assistant in the most effective and strategic way for pupils experiencing specific challenges. If useful, pupils can ‘help’ class & teacher by showing actions for notes (tap heads/shoulders/ tummy/knees) in Walk on Mars.
5	<ul style="list-style-type: none"> Consolidation of current material. Further development of improvising and composition from previous terms with new improvisation repertoire. Consolidation of expressive playing techniques. 	<ul style="list-style-type: none"> Notation Flash Cards (rhythm and pitch) KS2D KS2C Gimme 1 (Benedetti warm up) – all verses and give students chance to be the leader KS2C Music History Play the class a piece from the same genre to one that they are learning (e.g. a Hoe Down) and ask if they can name which one of their pieces it has similarities to and why KS2E KS2F 	<ul style="list-style-type: none"> Consolidate Walk on Mars - sing and sign, then play whole piece. KS2A KS2E KS2C KS2D Blue Blazes, A String Hoe Down and Incredible- sign, sing and play to consolidate. KS2A KS2C KS2D Teachers perform Dark Horse to class KS2E Ask the class about the mood /style /genre of Dark Horse KS2E KS2F Class sing and sign sections of Dark Horse from notation and call and response then play with backing track. KS2B KS2C KS2A KS2D Dark Horse class play solo improvisations in improvisation section. KS2B KS2A 	<ul style="list-style-type: none"> Dark Horse– give each pupil the chance to do their own improvisation, ask them to think about the bowing techniques and dynamics they will be using. KS2B KS2A Dark Horse verse, sing, sign and tap fingers. Play each phrase as call and response exercise KS2C KS2A Dark Horse – play through from notation with improvisations KS2B KS2A KS2D Revise other repertoire from previous sessions, involving children in choices KS2A KS2D KS2C 	<ul style="list-style-type: none"> Confident students can perform Dark Horse as a solo or in a small group to the rest of the class. KS2A Confident improvisers can lead the improvisation section in Dark Horse and ‘be the teacher’. KS2A KS2B 	<ul style="list-style-type: none"> The outer sections of Dark Horse can be adapted to open string versions if necessary. Improvisation in Dark Horse can be limited to rhythmic patterns on a single note. Again, use slower backing tracks as appropriate, plus signing / keeping pulse / ‘being the teacher’ by singing notes to the class as they play.
6	<ul style="list-style-type: none"> Consolidation of repertoire learnt so far this term. Introduction to samba rhythm and a greater diversity of repertoire. Further development of improvisation skills and creative expression. Increase confidence about improvising as a building block for composition 	<ul style="list-style-type: none"> Rhythm Clock harder version KS2D KS2C Gimme 1 – all verses now with minimal introduction. KS2C Notation flash cards KS2D Samba rhythm - Samba rhythm - say ‘oranges, oranges, apples’ with Little Havana backing track, then clap on main beats – 12345678 KS2E – with track straight away KS2C Have a discussion with the class about what a Samba is, where it originates and what distinguishes it KS2E KS2F 	<ul style="list-style-type: none"> Walk on Mars, A String Hoe Down, Incredible, Blue Blazes – consolidate and give opportunities for small group performances to class as well as improvisation solos KS2A KS2D KS2B KS2E Dark Horse - focus on improvisation in, explaining how to answer a ‘musical question’ with a phrase of similar length / rhythm etc KS2B KS2A KS2C Teachers play Little Havana to the class. KS2E Ask the class about the mood of the piece, the genre, the style KS2E KS2F Clap rhythm of Little Havana to backing track. KS2C Echo and response for each section of Little Havana – learn by ear / rote and relate back to notation. KS2C KS2D KS2A 	<ul style="list-style-type: none"> Clap samba rhythm along with backing track for Little Havana with opportunities for solo clapping. KS2C Little Havana, make sure each pupil can play specific sections in time with backing track KS2A Little Havana – play all the way through as a group KS2A KS2C KS2D Consolidation of other repertoire: Walk on Mars, A String Hoe Down, Incredible, Blue Blazes, Dark Horse with special attention where needed. KS2A KS2D KS2C 	<ul style="list-style-type: none"> Confident players can play Little Havana as a solo whilst others sing / sign KS2A KS2D KS2C In backup lessons confident players can choose any of the repertoire learnt to play as a solo to the rest of the group. KS2A KS2D KS2C 	<ul style="list-style-type: none"> Open string version of Little Havana can be used as well as alternative notation charts for all pieces The main pulse of Little Havana (1,4,7) can be kept on a percussion instrument as an alternative to playing. Now there is more familiarity with some wider repertoire, ensure active music making by allowing engagement in a way that is right for specific children whether that is by plucking, singing, signing or playing adapted parts in pieces.
7	<ul style="list-style-type: none"> Consolidate learnings from previous weeks and focus to get pieces ‘concert ready’. Development of string crossing bowing technique with new repertoire. Play with a good tone with free movement across all strings – 	<ul style="list-style-type: none"> Rhythm Clock harder version KS2D Gimme 1 – all verses now with minimal introduction. KS2C Notation flash cards KS2D All / any of the above can be used as warm up and can be progressed through with less introduction now. Involve pupils in choice of activity. Music history quiz – play the class an excerpt of a classical or baroque string piece and ask if they can identify the era and their reasons for their answers (relating back to timeline of earlier weeks) KS2E KS2F 	<ul style="list-style-type: none"> Consolidate Walk on Mars, A String Hoe Down, Incredible, Blue Blazes, Dark Horse KS2A KS2C KS2D KS2E Little Havana, sing and sign with backing track and then play all the way through. KS2A KS2E Teachers play Flapping Around to the class. Demonstrate string crossing (‘flapping’) to class with silent bows and ask them to demonstrate back. KS2A Class then sing and sign Flapping Around – slow version with the backing track from notation. KS2D KS2A Sing and sign Flapping Around and then play at slow pace – remind the class about elbow level KS2A KS2C 	<ul style="list-style-type: none"> Focus on Flapping Around making sure that everyone can sing, sign and play KS2A KS2D KS2C Consolidation of any pieces that need particular attention in particular groups – involve pupils in choices. KS2A KS2D Give opportunities for pupils to play solos or in duos in their favourite pieces. KS2A KS2D KS2C 	<ul style="list-style-type: none"> Confident players can play Flapping Around at the faster performance speed KS2A KS2D KS2C Confident players can challenge themselves by seeing how many of the pieces learnt they can play with their eyes closed. KS2A KS2C 	<ul style="list-style-type: none"> Improvisation can still be kept to open strings if helpful. Improvisation can also be changed to echo and response if it aids engagement. Flapping Around can be plucked instead of bowed or signed instead of played. As before, use any techniques that aid active musical engagement – signing, singing, keeping pulse, plucking etc
8	<ul style="list-style-type: none"> Consolidate learnings from previous weeks. 	<ul style="list-style-type: none"> Rhythm Clock harder version KS2D Gimme 1 – all verses now with minimal introduction. KS2C 	<ul style="list-style-type: none"> Ask who is practising and how often? Emphasise need to practise for concert. KS2A 	<ul style="list-style-type: none"> Solos (own choice) – remembering to give targeted, individual advice to students to help them progress KS2A 	<ul style="list-style-type: none"> Set the challenge that for as many as possible to play all pieces from memory for the following week. KS2A KS2C 	<ul style="list-style-type: none"> Use the option to sing instead or sign for rest of group as appropriate.

	<ul style="list-style-type: none"> Increase confidence in playing solos where appropriate. Create high expectations for upcoming concert. 	<ul style="list-style-type: none"> Notation flash cards KS2D Repertoire Quiz – silently sign a section of one of the class pieces and ask them if they can identify which piece it is from as an aural test KS2C KS2D 	<ul style="list-style-type: none"> Model concert etiquette including announcing and bowing, and discuss their upcoming performance KS2E KS2A Recap Flapping Around from previous week – play at slow pace and then faster pace KS2C KS2D KS2A Recap all other repertoire: Blue Blazes, Dark Horse, Little Havana, A String Hoedown, Incredible, Flapping Around Walk on Mars KS2A KS2B KS2D KS2E 	<ul style="list-style-type: none"> Focus on improvisation in Dark Horse, explaining how to answer a ‘musical question’ with a phrase of similar length / rhythm etc KS2B KS2A KS2C Identify any concert pieces that need extra attention and spend extra time on those as necessary. KS2A KS2D 	<ul style="list-style-type: none"> Again, ask confident students to ‘be the teacher’ and lead improvisation section in Dark Horse and ask them to make sure to ‘ask’ musical questions of appropriate length, rhythm etc KS2B KS2A 	<ul style="list-style-type: none"> As before, continue use of adapted charts / notation / parts where appropriate. If students find aspects of technique challenging, play the ‘bad violinist’ game where the teacher is the pupil and they become the teacher to correct technique.
9	<ul style="list-style-type: none"> Consolidate repertoire and skills learnt in previous weeks and prepare for concert. Consolidate performance etiquette. Build excitement and confidence for the concert 	<ul style="list-style-type: none"> Gimme 1 (Benedetti Foundation warm up)- give different individuals a chance to be the leader KS2C Rhythm clock backing track but with surprise flash cards. KS2D Call and response with sections of concert repertoire KS2C KS2A 	<ul style="list-style-type: none"> Establish concert order, select announcers for the concert and practise announcements so there is no need to prompt. Memorise as much repertoire as possible: Blue Blazes, Dark Horse, Little Havana, A String Hoedown, Incredible, Walk on Mars, Flapping Around KS2A KS2C KS2B KS2E KS2F KS2D Check whether school can video or record audio for next week Involve continuers with preparation of their own piece plus one altogether if possible (<i>e.g. Blue Blazes</i>) KS2A 	<ul style="list-style-type: none"> Go through all the concert repertoire in small groups giving attention to individuals and pieces as needed with reminders about final opportunities to practise for the concert KS2A KS2D KS2C KS2B Set challenge to practise over the holidays, post-concert, and remind those that are interested that they can carry on as continuers. KS2A 	<ul style="list-style-type: none"> Ask if any children want to perform any of the concert pieces as solos to the class (if many do, give a line each) KS2A Ask confident players to perform any piece of their choice from memory. KS2A KS2D KS2C 	<ul style="list-style-type: none"> Ensure that all students are positioned in the place that provides maximum support e.g. Near appropriate chart/ an assistant pointing or another able supportive student, as appropriate. When choosing announcers for the concert, maybe consider choosing those who find other aspects of the performance challenging, to maximise engagement.
10	<ul style="list-style-type: none"> CONCERT WEEK To give a confident performance using concert etiquette. A celebration of the year’s learning and the skills gained. A demonstration of a confident knowledge of a variety of music from a diverse set of genres and eras. 	<ul style="list-style-type: none"> Quick warm up with echo and response of any sections of pieces learnt and Gimme 1 KS2C KS2A Reminder about concert etiquette, rest position, clear announcing, dynamic contrasts and clear playing KS2A 	<ul style="list-style-type: none"> If possible, rehearse pieces first, plus concert etiquette (announcing /bowing) KS2A Remind those who want to improvise in concert to make it clear by putting up hand in Dark Horse KS2B Involve continuers with their own performance plus a piece for everyone at end if possible KS2A Performance of repertoire including: Blue Blazes, A String Hoe Down, Incredible, Walk on Mars, Little Havana, Flapping Around. Dark Horse KS2A KS2B KS2D KS2C KS2E KS2F 	<ul style="list-style-type: none"> Remind pupils about the opportunity to continue in year 5 if they want to. Congratulate them on their achievement over the year. Remind pupils that instruments need to be left in school. 	<ul style="list-style-type: none"> If any pupils want to play solos of sections of pieces, incorporate where possible. KS2A Get as many as possible to perform as much repertoire from memory as possible KS2A KS2C 	<ul style="list-style-type: none"> Make sure finger charts and / or alternative notation is available for those who need them for the concert. Give as many opportunities as possible for improvisation to those who find it easier than other sections. Incorporate any means for inclusion in the performance such as signing, rhythmic accompaniment, singing, plucking or clapping.

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	92
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	74
KS2D	Use and understand staff and other musical notations	59
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	30
KS2F	Develop an understanding of the history of music	15