

### National Curriculum Key stage 2 Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

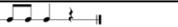
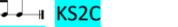
- **KS2A** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **KS2B** Improvise and compose music for a range of purposes using the interrelated dimensions of music
- **KS2C** Listen with attention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

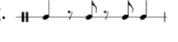
The **General Musicianship** strand of WCIT uses songs and games in a Spiral Curriculum— revisiting all the inter-related dimensions of Music; pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notation. Each time developing more depth and understanding. This is done using simple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

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

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

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

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

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

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

Curriculum Key	Description	Coverage (weeks 1 – 10)
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	78
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	26
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	40
KS2D	Use and understand staff and other musical notations	29
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	11
KS2F	Develop an understanding of the history of music	9

### 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:

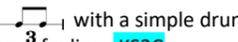
- **KS2A** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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- **KS2F** Develop an understanding of the history of music

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

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

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

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

	Learning Objectives	Whole Class: General Musicianship	Whole Class: With Instruments	Backup Lessons	Stretch and Challenge	SEND/Further support
11	<ul style="list-style-type: none"> <li>• Develop greater rhythmic aural awareness</li> <li>• Revise and consolidate learning from term 1.</li> <li>• Understand <math>\frac{3}{4}</math> time</li> </ul>	<ul style="list-style-type: none"> <li>• Begin with <i>Don't Clap This One Back</i> then progress to <i>Poison Rhythm</i> – instead of using the same rhythm, teacher chooses a different 'poison rhythm' each round that students must avoid clapping back. Scoring system, class vs teacher: if students clap back, teacher gets a point, if no one claps, class gets a point. <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recall from previous term. Choose with student input, perhaps a vote on a tune from the Autumn Term concert. <b>KS2A</b></li> <li>• <i>Waltzing Around</i> – introducing <math>\frac{3}{4}</math> time. Do they notice the new time signature? Do they know what a waltz is? Play video clip of waltz e.g. <i>Dmitri Shostakovich - The second waltz</i>. <b>KS2A KS2D KS2E KS2F</b></li> <li>• <i>Miles Away</i> – more <math>\frac{3}{4}</math> and more patterns/shapes. Encourage gentle, stylistic solos and emphasise thoughtful note choices at this slower tempo. <b>KS2A KS2B KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Warm up</i> E.g. Long notes using flash cards/pointing at the board to indicate which note to play to build less reliance on verbal cues. <b>KS2A KS2D</b></li> <li>• <i>Waltzing Around</i> – Help with note-learning <b>KS2D</b></li> <li>• <i>Miles Away</i> – Listen to the track, demonstrate. Discuss style. If it were film or tv music</li> <li>• , what might it depict? Recap tonguing and how to do so gently. <b>KS2C KS2E KS2F</b></li> </ul>	<ul style="list-style-type: none"> <li>• Longer solos in <i>Miles Away</i>. <b>KS2B</b></li> <li>• <i>Waltzing Around</i> – last three notes add in G-F-E harmony. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Waltzing Around</i> – large drum to emphasise beat 1. Bar chimes or electronic instrument first note of bar 1,2,3 – 5,6,7 – 9,11 – 13,14,15. <b>KS2A</b></li> <li>• <i>Miles Away</i> – give a solo. <b>KS2B</b></li> </ul>
12	<ul style="list-style-type: none"> <li>• Build on awareness and understanding of <math>\frac{3}{4}</math></li> <li>• Increase awareness of melodic patterns</li> <li>• Continue to encourage creativity in solos within set boundaries (note choices etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Play examples of music (this could simply be pieces they have learned) in 4/4 and 3/4 encouraging students to feel the first beat of each bar through clapping and/or movement. <b>KS2C KS2E</b></li> <li>• “<i>Don't Clap This One</i>”  with a simple drum beat will help to embed the new <math>\frac{3}{4}</math> feeling. <b>KS2C</b></li> <li>• <i>Poison Rhythm</i> in <math>\frac{3}{4}</math> <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Waltzing Around</i> – recognising patterns and 'shapes' in the melody. <b>KS2A KS2C KS2D</b></li> <li>• <i>Miles Away</i> - Work on difference between lines 1 and 3. Ask some students to take turns to conduct the third line, cutting the class off after the 5<sup>th</sup> note. Try to choose different soloists from last week. <b>KS2A KS2B KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Warm up</i> E.g. variation of long note challenge from last term – Tongued note challenge. Who can play the most tongued notes in a row? <b>KS2A</b></li> <li>• <i>Miles Away</i> – Extended solos to allow more time to be creative. <b>KS2A KS2B</b></li> <li>• Recap <i>Waltzing Around</i>. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't Clap This One</i> – extend to 2 bars at a time. <b>KS2C</b></li> <li>• <i>Waltzing Around</i> - Alternate clarinets/trumpets (or solo students in backups) bars 1-4/5-8/9-10/11-12 then all for 13-16. <b>KS2A KS2C</b></li> </ul>	
13	<ul style="list-style-type: none"> <li>• Check/consolidate learning of written notation</li> <li>• Learn about scales as a melodic device</li> <li>• Introduce composition</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The River Is Flowing</i> – all sing part 1 then part 2 as written. <b>KS2A</b></li> <li>• Notation flash cards using questioning to test students' knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Warm Up</i> – long notes C D E F. Notice the pattern? Anyone know what this is called? Scale. Play up and down the scale. Then two of each note, morphing into <i>Walking Around</i>. <b>KS2A</b></li> <li>• <i>Walking Around</i> – scales/shapes. How many repeated D's are there on the middle line? if space is adequate, for the central 2 verses split into 2 groups. One group plays while the others walk to the beat in single file around the other, returning to their seats in time to play. <b>KS2A</b></li> <li>• Recap <i>Miles Away</i> <b>KS2A KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Scale warm up</i> – CDEF. Hear children individually to help with ongoing, informal assessment. You could also divide notes among the children, giving them one note each, physically lining them up and then swapping them around. <b>KS2A</b></li> <li>• <i>Composition Activity</i> – in groups, pairs, or 3's. In 5 minutes, write a short melody based on the four-note scale. Share with each other. <b>KS2B</b></li> <li>• Play <i>Walking Around</i> together to round off the lesson, making improvements if time. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Extend scale warm up to G. <b>KS2A</b></li> <li>• Try playing <i>Walking Around</i> as a round, one bar between entries. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Walking Around</i> – Keeping a strong pulse with drum. Short solo moment in the 2 beat rest at the end of each line. <b>KS2A KS2B</b></li> <li>• Composition activity – contrast scale-based composition by having one group focusing more on sounds. <b>KS2B</b></li> </ul>

14	<ul style="list-style-type: none"> <li>To sing 2 parts together</li> <li>Learn about quavers in theory and practice</li> <li>Learn about dynamics in practice</li> <li>Further develop more sensitive, controlled playing</li> </ul>	<ul style="list-style-type: none"> <li><b>The River Is Flowing</b> – all sing part 1 then part 2 as written then split the class and sing parts together. <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li>Teach theory of quavers using flash cards and rhythm clock (complex version including quavers). Relate to <b>Soppy</b>. <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Teachers perform <b>Soppy</b>. Ask the children questions about what they've heard. How does the music make you feel? What did you hear that made you think this? <a href="#">KS2C</a> <a href="#">KS2E</a></li> <li><b>Soppy</b> – Ask the class to clap the rhythm, perhaps with one or more students (plus assistant) beating the pulse. <b>Warm Up</b> by playing the first line rhythm on one note, then maybe a 2<sup>nd</sup> and 3<sup>rd</sup> note. Then begin learning first line melody one bar at a time using call and response to further embed the rhythm. Line 2 notice repetition in first three bars plus single remaining C and try to play first time. <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> <li>Recap <b>Miles Away</b> and/or <b>Walking Around</b> <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up</b> – Long notes, with dynamics. Follow conductor (teacher, then student) showing dynamics with hand gestures. Emphasis on control needed for softer sounds and how this will make <b>Soppy</b> sound better. <a href="#">KS2A</a></li> <li><b>Soppy</b> – play through using new soft sound. Explain that you would like to showcase beautiful, soft and controlled playing by letting 3 clarinets and 3 trumpets play a soli verse in the concert. <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li>Recap <b>Miles Away</b> and/or <b>Walking Around</b> <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Harmonise 2<sup>nd</sup> line of <b>Soppy</b> with GFE_ <a href="#">KS2A</a> <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Soppy</b> – soft finger taps on a drum, with a roll or “pitter-patter” fingers for long notes. <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> </ul>
15	<ul style="list-style-type: none"> <li>Learn about dynamics and how they are notated</li> <li>Develop skills following a conductor</li> <li>Continue to develop softer, more sensitive playing</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards and/or audio excerpts explaining dynamics: <i>f</i> and <i>p</i> as well as crescendo and diminuendo. Particular emphasis on softer music. <a href="#">KS2D</a></li> <li>Revisit <b>Senwa Dedende</b> from term 1, encouraging soft singing. <a href="#">KS2A</a> <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up</b> – Long notes, with dynamics. Follow conductor (teacher, then student) showing dynamics with hand gestures. <a href="#">KS2A</a> <a href="#">KS2B</a></li> <li><b>Soppy</b> – All - 3 Trumpets - 3 Clarinets - All. <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li>Revise other repertoire from this half of term and continue to encourage practice at home. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Warm up from week 11, encouraging one or more students to take the lead this time. <a href="#">KS2A</a> <a href="#">KS2B</a></li> <li>Revise repertoire, especially <b>Soppy</b>. Continue to encourage sensitive playing. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Offer confident students the opportunity to play soppy as a solo to their peers in backups. <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>It can be good to offer those who struggle with the instrument technically the chance to lead the class in conducting activities <a href="#">KS2B</a></li> </ul>
16	<ul style="list-style-type: none"> <li>Learn about dotted quavers and semiquavers but with emphasis on aural effect.</li> <li>Learn to play rhythmically interesting solos</li> </ul>	<ul style="list-style-type: none"> <li>Call and response body rhythms (combinations of stamps, knee slaps, claps and rests etc.). Invite a handful of students to the front of the class then do a call and get each of them to improvise a response in turn. <a href="#">KS2B</a> <a href="#">KS2C</a></li> <li>Play audio or video of some funk. E.g. <a href="#">Jungle Boogie   Muppets Music Video   The Muppets</a> <a href="#">KS2E</a> <a href="#">KS2F</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up</b> – With a Funk drum beat playing, call and response rhythms on E and D. Teacher first then students to lead. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a></li> <li><b>Funky 3 Notes</b> – Briefly explain the dotted rhythm and it's importance in Funk music but with emphasis on how it sounds. Solos - limit the number of pitches (as in warm up) and focus on using engaging rhythms (contrast with more melodically creative <i>Miles Away</i>) and give opportunity to less proficient/confident children. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up</b> – Begin as whole class then extend to get pairs of students to have a musical conversation – both improvising new phrases each time. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a></li> <li><b>Funky 3 Notes</b> – putting experience from above warm up into practice. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Additional part for <b>Funky 3 Notes</b>. G's instead of E's and create an obbligato line over the top of the long notes. <a href="#">KS2A</a> <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Funky 3 notes</b> - Keep strong pulse or mirror melody with drum or other percussion instrument. Give a solo as emphasis here is on rhythm. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> </ul>
17	<ul style="list-style-type: none"> <li>Learn to recognise G and consolidate learning of all pitches.</li> <li>Build on knowledge of scales play a scale a 5-note scale.</li> <li>Continue to develop musical independence with multiple parts played/sung together.</li> </ul>	<ul style="list-style-type: none"> <li><b>I Like the Flowers</b> with actions and make sure that pitching is accurate. <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li>Notation flash cards – Introducing the note G. <a href="#">KS2D</a></li> <li>'draw' a giant stave on the floor using masking tape. In groups, in turn, of 5 (one for each note) get students to stand on the stave and teacher play their tune. <a href="#">KS2B</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up</b> – long notes E, F then G. Teacher play CDEFG “Can anyone remind us what that musical shape is called?”. All play C to G scale. Play recorded example of music that uses lots of scales. E.g. <a href="#">Mozart - Piano Sonata No. 16 "Sonata semplice", K.545 (1788) {Ingrid Haebler}</a> <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2E</a> <a href="#">KS2F</a></li> <li><b>Up and Down</b> – Again, helping the children to notice patterns “how many ups and how many downs?” Sing through the notes first. Notice similarities and differences in three ‘G bars’. Breathing every 2 bars. <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> <li>Revise <b>Brain Twister</b> from Term 1. Play together with <b>Up and Down</b>. If time allows, add in <b>I Like the Flowers</b> to be sung as the central verse. <a href="#">KS2A</a></li> <li>Revise repertoire from first half of term. Start referencing the end of term performance as something to work towards. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Recap C to G scale from whole class. <a href="#">KS2A</a></li> <li><b>Brain Twister, Up and Down, I Like the Flowers</b>. When dividing parts, distribute appropriately according to ability but do try to stretch those who will benefit from it. <a href="#">KS2A</a></li> <li>Revise repertoire from first half of term. It may be especially useful to recap <b>Soppy</b> and let the children know you will be choosing soloists next week. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Incorporate <b>I like the Flowers</b> so that all 3 parts happen at once, perhaps as the final verse. <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li>Assign more able students to lead one of the groups if dividing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Up and Down</b> – if appropriate, ensure students have a melodic instrument to help them learn about pitch and scales. Eg. Xylophone, glockenspiel or keyboard. <a href="#">KS2A</a> <a href="#">KS2D</a></li> </ul>
18	<ul style="list-style-type: none"> <li>With the children's input, decide on soloists, announcers, content and running order of concert.</li> <li>Emphasise contrasting and characterful playing e.g. dynamics, smooth legato, short staccato. Context appropriate solos.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <b>The River is Flowing</b> if it is to be sung in the concert. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Warm up with <b>Funky 3 Notes</b> being sure to encourage clear tonguing, short staccato notes and confident, rhythmically interesting solos. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a></li> <li><b>Brain Twister, I Like the Flowers and Up and Down</b>. Decide how many verses and which combinations you would like to use in the concert. Playing with piano accompaniment gives the greatest flexibility. Explain clearly and rehearse thoroughly. <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li><b>Soppy</b> – choose concert soloists this week, in backups if more appropriate, to give students ample time to practise. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up</b> – you might like to ask a student to choose and lead this. <a href="#">KS2A</a></li> <li><b>Brain Twister, I Like the Flowers and Up and Down</b> – it's especially important to practise playing/singing the parts together. <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li>Recap at least one piece with improvised solos – <b>Funky 3 Notes</b> or <b>Miles Away</b>. <a href="#">KS2A</a> <a href="#">KS2B</a></li> </ul>	<ul style="list-style-type: none"> <li>Additional simple repertoire such as <b>Blue Puffin</b> (with solos) or <b>Go For It</b>. Tutors perform the pieces and allow students to decide. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2D</a> <a href="#">KS2E</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Blue Puffin</b> – keep the pulse with drum or other hand percussion. <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li><b>Go For It</b> – play rhythm of the melody <a href="#">KS2A</a> <a href="#">KS2D</a></li> </ul>
19	<ul style="list-style-type: none"> <li>Consolidate and test students' knowledge of theory covered so far.</li> </ul>	<ul style="list-style-type: none"> <li>In small teams, hand out a simple one page quiz to test students' knowledge of notation, rhythm and musical terms etc. from terms 1 and 2. <a href="#">KS2D</a> <a href="#">KS2E</a> <a href="#">KS2F</a></li> <li><b>The River is Flowing</b> <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Prioritise more complex tunes: <b>Brain Twister, I Like the Flowers and Up and Down; Soppy</b> (for soloists) as well as at least one tune with improvised solos. <a href="#">KS2A</a> <a href="#">KS2B</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> <li>Decide and practice who will introduce pieces, play solos etc. in the concert.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for student input on what they feel they would like to practise based on what needs improvement ahead of the concert.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse any additional repertoire added last week. <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li>Students could take more responsibility for the presentation of the concert. Introductions could include more information or context. <a href="#">KS2F</a></li> </ul>	<ul style="list-style-type: none"> <li>Ensure all students feel comfortable with their roles in the concert including: what they are doing in each piece, where they are sitting, if they are speaking etc.</li> </ul>
20	CONCERT WEEK	<ul style="list-style-type: none"> <li><b>The River is Flowing</b> <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Rehearse pieces in concert order including all announcing.</li> <li>Remind children of concert etiquette – standing and sitting together, rest position etc. <a href="#">KS2C</a></li> <li>Make sure soloists know when they are playing or how to let you know they would like to play a solo if they are being chosen 'on the spot'. <a href="#">KS2B</a></li> </ul>	<ul style="list-style-type: none"> <li>Ask for student input on what they feel they would like to practise based on what needs improvement ahead of the concert.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate more complex versions of the repertoire (harmony parts etc.) <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li>Improvised solos in <b>Funky 3 Notes</b> and soli sections in <b>Soppy</b>. <a href="#">KS2B</a> <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li>Ensure all students feel comfortable with their roles and that they have any relevant support during the performance.</li> </ul>

<b>Curriculum Key</b>	<b>Description</b>	<b>Coverage (weeks 11 – 20)</b>
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	67
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### National Curriculum Key stage 2 Music

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

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

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

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

	Learning Objectives	Whole Class: General Musicianship	Whole Class: With Instruments	Backup Lessons	Stretch and Challenge	SEND/Further support
21	<ul style="list-style-type: none"> <li>• Develop greater melodic awareness (scale patterns in <b>Breakfast Calypso</b>, repeated ideas in <b>Ackee and Saltfish</b>)</li> <li>• Revise and consolidate learning from terms 1 and 2 including musical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Breakfast Calypso</b> – with lyrics displayed, teach the verses in sequence. <b>KS2A KS2C</b></li> <li>• Musical words – recap of the year so far. “who can remind me of a musical word they have learned this year?”. Teach D.C. (The Head) and Coda (Ending) in preparation for <b>Ackee and Saltfish</b>. <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Warm up</b> – Revise all 5 notes learned so far and play through one or two tunes from previous terms <b>KS2A KS2D</b></li> <li>• <b>Ackee and Saltfish</b> – Explain notation but useful to teach syncopated rhythms aurally.  Lines 1,2 and 4 are the same. Teach line 3 in 2 bar chunks, pointing out similar rhythms and melodic shape. Coda: ‘head’ melody interrupted (omit final note) twice then completed third time. Be clear with gestures cutting off phrases and if messy, ask students to direct. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Warm up/Musical game. e.g. “I have, who has?”. Each student receives a card with an “I have” rhythm and a “who has” rhythm. In a circle, the aim is for the children to swap places until the rhythms line up in sequence. <b>KS2D</b></li> <li>• <b>Ackee and Saltfish</b> – reinforce syncopated rhythm. Ensure phrases stop together. Make sure everyone gets a chance to play a solo in the lesson. <b>KS2A KS2B KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Look ahead to next week’s lesson and the <b>One Note Samba</b>. <b>KS2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ackee and Saltfish – Solo opportunities for all. Djembe or similar, accompanying rhythm:  etc. <b>KS2A KS2B KS2C</b></li> </ul>
22	<ul style="list-style-type: none"> <li>• Learn about Reggae music.</li> <li>• Continue to develop aural skills inc. melodic recognition and learning by ear.</li> <li>• Learn about swing quavers (<b>C Jam Blues</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: play a piece of reggae music (e.g. Three Little Birds, Bob Marley and the Wailers) and discuss features. <b>KS2E KS2F</b></li> <li>• <b>Breakfast Calypso</b> – recap as last week then split into 3 groups directed by Leader, Assistant and a confident student and sing all three verses together. <b>KS2A KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• ‘Copy me’ warm up on instruments. Towards the end, use the first 3, 4 then 6 notes of <b>Ackee and Saltfish</b>, usually until the children notice what you’re playing. <b>KS2A KS2C</b></li> <li>• <b>Ackee and Saltfish</b> – recap D.C. and repeats. Work on stopping phrases and breathing together. Try one or two longer solos instead of four short ones. <b>KS2A KS2B KS2C KS2D</b></li> <li>• <b>One Note Samba</b> – Explain origins of Samba music, playing musical example of other Sambas. Teach aurally, beginning with singing. Emphasise the use of 2 notes, and the importance of singing the correct pitches to reflect the instrumental part. Use actions during the song. During performance, encourage students to get instruments ready whilst singing the last line. <b>KS2A KS2C KS2E KS2F</b></li> </ul>	<ul style="list-style-type: none"> <li>• Warm up <b>KS2A</b></li> <li>• <b>One Note Samba</b> – recap lyrics (and actions), making sure the rhythm reflects the melody. When playing, encourage accurate rhythms and good articulation. <b>KS2A KS2C</b></li> <li>• <b>C Jam Blues</b> – learn at least the first line, insisting on good swing rhythm and long-short articulation. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• If there is time in whole class begin work on <b>C Jam Blues</b>, linking the use of D and G with the last line of <b>One Note Samba</b>. <b>KS2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>One Note Samba</b> - Melodic rhythm on pitched or unpitched percussion <b>KS2A</b></li> </ul>
23	<ul style="list-style-type: none"> <li>• Continue to develop rhythmic recognition and understanding of written notation.</li> <li>• Learn about 12 bar blues</li> <li>• Learn to play A.</li> </ul>	<ul style="list-style-type: none"> <li>• In a large space or outside if the weather is nice, divide the class into groups of 6+. Teacher plays a rhythm and students work together to physically represent the rhythms as below: Crotchet – 1 student standing Crotchet rest – 1 student crouching Minim – 2 students standing, one behind the other</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Warm up</b> – ‘Guess the note’. Teacher plays a note with their back to the class (to obscure fingerings), students match the note by listening and playing. Reverse roles (involving assistant) the class plays a note together and the teacher guesses. <b>KS2A KS2C</b></li> <li>• <b>C Jam Blues</b> – one line at a time. Emphasising the need to play each line 3 times. How many bars is this? 12 bar blues, common jazz structure. Play professional recording of C jam blues or</li> </ul>	<ul style="list-style-type: none"> <li>• Long note warm up. Introduce the note A, being sure to comprehensively cover necessary techniques. <b>KS2A</b></li> <li>• <b>C Jam Blues</b> – focus on lines 2 and 3. Reinforce counting methods and/or following conductor. <b>KS2A KS2C KS2D</b></li> <li>• Recap <b>Ackee and Saltfish</b> and <b>One Note Samba</b>, being sure to invite questions from students</li> </ul>	<ul style="list-style-type: none"> <li>• If using live accompaniment solos can be added to <b>C Jam Blues</b> between line 3 and the D.C. Solos can also be added in the longer rests when using the backing track. <b>KS2A KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>C Jam Blues</b> – Solo opportunities for all. Large drum to keep pulse, perhaps with occasional ad lib pairs of swing quavers. <b>KS2A KS2B</b></li> </ul>

		Pair of quavers – 2 students facing each other hands on shoulders. <b>KS2C KS2D</b>	other and get them to count the bars of the melody. For line 3, divide into instrument groups be clear about responsibility for knowing when to play – counting all of the rests, or alternatively the rests between questions and answers (1 beat, then 2 beats). <b>KS2A KS2C KS2D KS2E KS2F</b> <ul style="list-style-type: none"> <li>Recap <i>Ackee and Saltfish</i> and <i>One Note Samba</i> <b>KS2A KS2B KS2D</b></li> </ul>	about anything they might still find tricky – usually tonguing. Encourage open discussion. <b>KS2A KS2B KS2C KS2D</b>		
24	<ul style="list-style-type: none"> <li>Recap notation and introduce A.</li> <li>Improve reading of notation ‘at sight’.</li> </ul>	<ul style="list-style-type: none"> <li><i>Breakfast Calypso</i> <b>KS2A KS2C</b></li> <li>Notation: briefly recap C to G then introduce A. You might like to repeat the ‘giant stave’ activity from week 17. <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li><i>All Aboard</i> (Step to A) – During the introduction, the children shout ‘All Aboard’. Try to teach this melody swiftly, perhaps mention the importance of sight-reading for musicians. Ask a student to tell you the names of the first 4 notes. Can another clap the rhythm? Remember ‘jazzy’ swing quavers. Repeat for bar 3. “What’s the same?”. Divide line 2 into the 3 minims then final 3-note rhythm. It’s nice to play this piece with live piano accompaniment if possible to allow for more/extended solos. <b>KS2A KS2B KS2C KS2D</b></li> <li><i>Numero Uno</i> (leap to A) – Again, encourage fast learning of this piece. Talk through rhythm of first line then point out same rhythm as next 3 lines. Point out new high A then attempt a first play through, shouting out the next note they need during the rests. <b>KS2A KS2C KS2D</b></li> <li>Recap other repertoire as appropriate. <b>KS2A KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li>Scale warm up including notes C to A. Perhaps offering the chance for students to be creative with rhythms, each making a short tune from the scale. <b>KS2A</b></li> <li><i>All Aboard</i> – recap melody. Demonstrate solos, thinking carefully about your group whether to inspire with something more complex or model good, achievable solos for them. <b>KS2A KS2B KS2D</b></li> <li><i>Numero Uno</i> ensure crisp, clean rhythms and staccato. Perhaps playing one line each along with the track. <b>KS2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Echoes in first line of <i>All Aboard</i> and/or extended solos if using live accompaniment. <b>KS2A KS2B</b></li> </ul>	<ul style="list-style-type: none"> <li><i>All Aboard</i> – Train whistle at the start before class shouts ‘All Aboard!’. Hand percussion solos in the whole bar rests on repeat. Large drum keeping the beat. Suitable for electronic instrument due to scale structure of melody. <b>KS2A KS2B</b></li> <li><i>Numero Uno</i> – unpitched percussion playing the melodic rhythm. <b>KS2A</b></li> </ul>
25	<ul style="list-style-type: none"> <li>Recap importance of warm ups and good technique.</li> <li>Continue to learn how to follow and react quickly to directions (<i>Gimme 1</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>Gimme 1</i> (Benedetti foundation warm up <a href="https://www.benedettifoundation.org/learn-with-us/v/warm-up-gimme-1">https://www.benedettifoundation.org/learn-with-us/v/warm-up-gimme-1</a>) <b>KS2A KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Warm up</i> – Long notes, call and response or call and improvisation etc. using backings where possible and reinforcing good technique and habits. <b>KS2A KS2C</b></li> <li><i>Tequila</i> – Teachers demonstrate full version. Teach easy version (crotchets only in first section) and without harmonies in the last section. ‘Sweeping’ action from left to right with instruments in second section. Encourage short, unison shout of ‘Tequila!’ to be ready to play again. <b>KS2A KS2C KS2D KS2E</b></li> <li><i>Numero Uno</i> and/or <i>All Aboard</i> <b>KS2A KS2B KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Tequila</i> – revise easy version and progress to medium version, reinforcing that you are simply adding notes, so all versions will work together and students can choose which they play. <b>KS2A KS2C KS2D</b></li> <li><i>Ackee and Saltfish</i> <b>KS2A KS2B KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Accelerate progression through the 3 versions of <i>Tequila</i>. <b>KS2A KS2C KS2D</b></li> <li><i>Numero Uno</i> – alternate lines between instruments eg. Clarinets-trumpets-clarinets-trumpets in one of the verses. <b>KS2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Tequila!</i> – Students can continue to play ‘easy’ version. Latin hand percussion – eg. Shakers, guiro, cabasa as appropriate. <b>KS2A</b></li> </ul>
26	<ul style="list-style-type: none"> <li>Learn to recognise Low B and A and consolidate learning of other pitches.</li> <li>Learn to play Low A.</li> </ul>	<ul style="list-style-type: none"> <li><i>Deep Down</i> – like <i>Breakfast Calypso</i>, teach verses in sequence then divide class and combine at the end. Alternatively, split class in half and sing as a round. <b>KS2A KS2C</b></li> <li><i>Gimme 1</i> as last week, perhaps with student/s leading. <b>KS2A KS2C</b></li> <li>Notation flash cards, adding in low B and A. <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Warm up</i> – long notes, starting with C and then teaching low B and A. <b>KS2A</b></li> <li><i>One Note Samba</i> <b>KS2A KS2C KS2D</b></li> <li><i>Tequila</i> – revise easy and medium versions as appropriate and introduce hard version including low A. Students can play whichever of the three versions they feel most comfortable with. ‘Tequila Club’: students become a member when they can play the first four bars of the hard version to their teacher. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Call and response <i>warm up</i> using C, B and A. continue to reinforce good technique, especially in relation to new notes. <b>KS2A KS2C</b></li> <li><i>Tequila</i> – practise first four bars very slowly, progressing through the three versions of the melody. Encourage practice of hard version to enrol in the Tequila Club. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Add harmony line to coda of <i>Tequila</i> (See week 27) <b>KS2A KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>Continue to involve all students in a musically meaningful way.</li> </ul>
27	<ul style="list-style-type: none"> <li>Learn to recognise Low B and A and consolidate learning of other pitches.</li> <li>Learn to play Low A</li> </ul>	<ul style="list-style-type: none"> <li><i>Deep Down</i> <b>KS2A KS2C</b></li> <li>In small teams. Hand out a simple one page quiz to test students’ knowledge of notation, rhythm musical terms and musical styles from the year. <b>KS2D KS2E KS2F</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Warm up</i> – ‘Guess the note’ using the whole octave. <b>KS2C</b></li> <li>Revise <i>C Jam Blues</i>. Ensure good ‘swing’ rhythm and articulation in the pairs of quavers (long-short) and good ensemble playing in the split section. Solos if appropriate. <b>KS2A KS2B KS2C KS2D</b></li> <li><i>Tequila</i> – Slowly revise <b>all three</b> versions of the first section, reiterating that students can play their preferred version in performances. Teach F#. Add harmony to the Coda. Split class into 3 groups. Group 1: 3 x D and C. Group 2: 1 x D and C then 2 x F# and E. Group 3: 1 x D and C then 1 x F# and E then 1 x A and G. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Warm up</i> – Scale, A natural minor, using the whole octave of notes learned this year. Perhaps revisiting the creative exercise from backup week 24. <b>KS2A KS2B</b></li> <li>Audition for new members of the Tequila Club. <b>KS2A</b></li> <li><i>Tequila</i> – revise all three versions, encouraging students to stretch themselves whilst explaining it’s OK to choose whichever version they prefer. Revise harmony in Coda. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Additional repertoire e.g. <i>Swinging About</i>. ‘Head’ section. Teaching the lyrics first and using them to reinforce the idea of jazz swing rhythms. Play examples of straight and swing rhythms in recorded music. <b>KS2A KS2C KS2D KS2E</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Swinging About</i> – Large drum to keep pulse, perhaps with occasional ad lib. pairs of swing quavers. <b>KS2A KS2B</b></li> </ul>
28	<ul style="list-style-type: none"> <li>Consolidation and celebration of all learning from the whole year</li> <li>With the children’s input, decide on soloists, announcers, content and running order of concert</li> </ul>	<ul style="list-style-type: none"> <li><i>Gimme 1</i> <b>KS2C</b></li> <li><i>Deep Down</i> or <i>Breakfast Calypso</i>. Whichever is to be sung in the concert. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Warm up</i> with an easy tune or two from term 1 and celebrate how much they have achieved in the year. Talk about the options for continuing in year 5, emphasising dedication and practise – especially if sessions are to be in break or lunchtime. <b>KS2A</b></li> <li>Focus on revising more complex repertoire as well as at least one piece that includes improvised solos. Looking ahead to the end of term performance, reiterate good posture, rest positions, playing with good technique, standing and sitting together etc. <b>KS2A KS2B KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Warm up <b>KS2A KS2C</b></li> <li>Recap all aspects of good playing technique and good performance practices.</li> <li>Revise repertoire for the end of term performance as appropriate, involving students in your choices. <b>KS2A KS2B KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Swinging About</i> – insist on short staccato crotchets, perhaps with a crescendo through the bar. Explain hairpins and teach middle 8, ensure big difference between <i>p</i> and <i>f</i>. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Ensure all students are comfortable with their roles in the concert</li> </ul>
29	<ul style="list-style-type: none"> <li>Consolidation and celebration of all learning from the whole year</li> </ul>	<ul style="list-style-type: none"> <li>Revisit some of the musical games/activities/songs from the whole year, involve children in choices. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Rehearse all repertoire for the end of term performance. Decide soloists and who will introduce each of the pieces. Continue to</li> </ul>	<ul style="list-style-type: none"> <li>Musical game. Something from the year that the children have enjoyed. Reiterate options for</li> </ul>	<ul style="list-style-type: none"> <li>If playing, continue to improve <i>Swinging About</i>. <b>KS2A KS2C KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>Ensure all students are comfortable with the roles in the concert including: what</li> </ul>

	<ul style="list-style-type: none"> <li>Ensure contrasting and characterful playing e.g. dynamics, smooth legato, short staccato, context appropriate solos.</li> </ul>	<i>Deep Down</i> or <i>Breakfast Calypso</i> . Whichever is to be sung in the concert. <b>KS2A KS2C</b>	positively reinforce the children's achievements for the year. <b>KS2A KS2B KS2C KS2D</b>	continuing in year 5 and list names of any interested students. <ul style="list-style-type: none"> <li>Revise concert repertoire as appropriate <b>KS2A KS2B KS2C KS2D</b></li> </ul>		they are doing, where they are sitting, if they are speaking etc.
<b>30</b>	<b>CONCERT WEEK</b>	<ul style="list-style-type: none"> <li>Celebrate the students' achievements this year. Remind about options to continue in year 5 and that decisions will be finalised in September.</li> <li><i>Deep Down</i> or <i>Breakfast Calypso</i> <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>Rehearse pieces in concert order including all announcing. <b>KS2A KS2B KS2C KS2D</b></li> <li>Remind children of concert etiquette – standing and sitting together, rest position etc.</li> <li>Make sure soloists know when they are playing or how to let you know they would like to play a solo if they are being chosen 'on the spot'.</li> </ul>		<ul style="list-style-type: none"> <li>Incorporate more complex versions of the repertoire (harmony parts etc.) <b>KS2A KS2C</b></li> <li>Improvised solos in <i>Ackee and Saltfish</i> and <i>All Aboard</i>. <b>KS2A KS2B</b></li> </ul>	

Curriculum Key	Description	Coverage (weeks 21 – 30)
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	73
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	23
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	46
KS2D	Use and understand staff and other musical notations	41
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	8
KS2F	Develop an understanding of the history of music	6