



LKS2 Markland Hill Music Curriculum – END OF LOWER KEY STAGE 2 YEAR B

Autumn	Spring	Summer
Teaching Units		
Recorders	Recorders	Recorders
Bolton Music Service	Teachers – Bolton Music Service plans	Bolton Music Service
Substantive Knowledge (NC objectives): • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. Disciplinary Knowledge Recorders Play a range of singing games that support warming up the voice,	Substantive Knowledge (NC objectives): • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. Disciplinary Knowledge Recorders Developing the voice – Three Little Birds (with recorder) Developing fluency on recorders:	Substantive Knowledge (NC objectives): • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. Disciplinary Knowledge Recorders Learn to sing the two songs for the concert plus Makaton signs for Step it

keeping the beat and playing the rhythm Identify the difference between pulse and rhythm (by playing both with body percussion) Learn to sing a unison song that can be split into 2 parts. Explore changing dynamics and tempo with the voice. Learn musical vocabulary for dynamics and tempo. Revise and consolidate understanding of standard rhythmic notation and clap/tap patterns on flashcards. Listen to a selection of music and describe it using vocabulary of inter-related dimensions and the effect created. Express choices and feelings about the music. Introduce the recorder and basic technique: hand position, posture, tonguing, playing B: B groovy, B really groovy, B is for Biker Ben Assessment End Points: S3b I have sung canons, rounds and other partner songs with some support. L3b I have listened to different instrumental families.	Playing pieces with B A & G. Reading from standard notation Arts Award Discover Teachers to refer to Skills Progression Document for Year 3 and Year 4.	Up Learn to play two pieces; One Note Samba and Thunder & Lightning Polka (this will include learning how to play C and D on their recorders) Learn about the families of the orchestra and the names of the instruments Listen to the pieces that they will hear in the concert and find out about the composers and the background to the pieces. Assessment End Points: L3a I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects. L3b I have listened to different instrumental families. L3c I am beginning to use the vocabulary of dynamics and tempo when I am talking about music. M3d I can read and clap/tap a 4-beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (walk, jogging and ssh). M3e I can play simple melodic phrases using a small number of notes L4a I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions
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M3a I can keep a steady beat on an instrument.

M3b I can clap or tap an ostinato (repeating rhythm)

M3c I am beginning to understand the difference between pulse and rhythm.

M3d I can read and clap/tap a 4-beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (walk, jogging and ssh).

S4b I can sing canons, rounds and other partner songs with growing independence

L4b I have listened to different instrumental families and I am beginning to recognise them by sound

M4a I can choose and maintain an appropriate pulse.

M4b I can maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse.

M4c I can identify the pulse and the rhythm

M4d I can read and clap/tap a 4-beat rhythm pattern consisting of known notes: *crotchets, paired quavers, minims and crotchets rests /walk, jogging, stride and ssh.*

Teachers to refer to Skills Progression Document for Year 3 and Year 4.

are used to create different moods and effects.

L4b I have listened to different instrumental families and I am beginning to recognise them by sound

L4c I am beginning to use the vocabulary of the inter-related dimensions when I am talking about music.

M4a I can choose and maintain an appropriate pulse.

M4d I can read and clap/tap a 4-beat rhythm pattern consisting of known notes: *crotchets, paired quavers, minims and crotchets rests /walk, jogging, stride and ssh.*

M4e I have played a simple melody on a tuned instrument

Recorders 6

The children will be complete final preparation for taking part in 'Come and Play with the Halle' at The Bridgewater Hall on 12th June. After the concert they will reflect on the experience and complete their Arts Award Discover portfolios.

The children will consolidate their learning and prepare for a performance at 'Hillfest'

Performance:
Whole group Song: Step it Up
Songs with recorders: Three Little Birds, Eye of the Tiger, Mama Mia

Assessment End Points:

S3a I can sing with some expression and a growing sense of pitch.

L3a I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects.

L3b I have listened to different instrumental families.

M3e I can play simple melodic phrases using a small number of notes

S4a I can sing with expression, good diction and mostly accurate tuning.

L4a I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects.

L4b I have listened to different instrumental families and I am beginning to recognise them by sound

M4e I have played a simple melody on a tuned instrument.

Teachers to refer to Skills Progression Document for Year 3 and Year 4.

LOWER KEY STAGE 2 – Year 3 & 4

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Scale Note stave	Metre bar ostinato Stride	Piano <i>p</i> (<i>quiet</i>) Forte <i>f</i> (<i>loud</i>) Crescendo (<i>getting louder</i>) Decrescendo (<i>getting quieter</i>)	Accelerando (<i>getting faster</i>) Rallentando (<i>getting slower</i>)	Brass Woodwind Strings	Round Canon Part	motif Verse Chorus	Crotchet = WALK  Quavers = JOGGING  Minim = STRIDE  Rest = SSH 

In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g.
 Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc

PLUS KS1 Vocabulary (see below)

KEY STAGE 1 – Year 1 & 2

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Instrument Listen Song Sound Voice Chant Create Record Play	High Low	Beat/ Pulse Rhythm Walk Jogging Rest Thinking voice	Loud Getting louder Quiet Getting quieter Silent	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation Walk I Jogging IT Rest Z Dot notation 

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc