

Music
Year group - LKS2

By the end of LKS2			
Listening and Responding to Music	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.		
	I can identify and describe feelings as they relate to music.	I can identify and describe a variety of contrasting feelings as they relate to music.	
	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.		
Elements of Music	Pulse/Beat/Metre	Recognise and move in time with the beat.	Recognise and move in time with a steady beat.
		Play the steady beat on percussion instruments.	Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.
		Recognise the 'strong' beat.	Respond to the 'offbeat' or 'backbeat'.
		Play in time with a steady beat in 2/4, 4/4 and 3/4	
	Rhythm	Recognise by ear and notation: minims, crotchets, quavers and their rests.	Recognise by ear and notation: minims, crotchets, quavers and their rests.
		Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.	Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.
		Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.	Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.
		Alternate between a steady beat and rhythm.	Alternate between a steady beat and rhythm.
			Recognise by ear and notation: minims, crotchets, quavers and their rests.

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Pitch (Melody)	Show the shape of a melody as rising and falling in pitch.	Show the shape of a melody as rising and falling in pitch.
	Learn to sing a melody by ear or from notation.	Learn to sing a melody by ear or from notation.
	Learn to rehearse and play a melodic instrumental part by ear or from notation.	Learn to rehearse and play a melodic instrumental part by ear or from notation.
	Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.	Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.
	Identify the scales of: C major G major F major	Identify the scales of: C major G major F major
	Identify if a scale is major or minor.	Identify if a scale is major or minor.
	Copy simple melodies by ear or from reading notation.	Copy simple melodies by ear or from reading notation.
	Create melodies by ear and notate them.	Create melodies by ear and notate them.
	Explore and play by ear or from notation: • Five-note scale • Pentatonic scale	Explore and play by ear or from notation: • Five-note scale • Pentatonic scale
	Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
	Change the speed of a steady beat, moving from fast to slow, slow to fast.	Change the speed of a steady beat, moving from fast to slow, slow to fast.
	Control the speed of a steady beat, getting faster and getting slower	Control the speed of a steady beat, getting faster and getting slower
Dynamics	Listen out and respond to forte (loud) sections of music.	Listen out and respond to forte (loud) sections of music.
	Identify instruments playing loud dynamics when listening to the music.	Identify instruments playing loud dynamics when listening to the music.

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		Use dynamics to help communicate the meaning of a song.	Use dynamics to help communicate the meaning of a song.
	Timbre	Choose particular instruments for rehearsal and performing.	Choose particular instruments for rehearsal and performing.
		Identify the sound of different tuned and untuned percussion instruments.	Identify the sound of different tuned and untuned percussion instruments.
	Texture	Understand that singing and playing together creates a musical texture.	Understand that singing and playing together creates a musical texture.
		Add body percussion accompaniments.	Add body percussion accompaniments.
		Listen to the accompaniment to a song.	Listen to the accompaniment to a song.
		Identify large numbers of people playing and singing.	Identify large numbers of people playing and singing.
		Listen out for solo players.	Listen out for solo players.
	Structure (Form)	Show the different sections of a song structure or piece of music through actions.	Show the different sections of a song structure or piece of music through actions.
	Composition and Improvisation	I can make an informed decision as to which notes to use when composing and improvising with the song.	
I can create a four or six-bar melody.			
When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.			
Developing Performance Skills and Awareness	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.		
	I can demonstrate an understanding of the importance of posture, diction and technique when performing.		
	I can introduce my performance with context and understanding of the song and the learning process.		

Vocabulary



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<p>Listening and Responding to Music: Appalachian music, Baroque music, Blues, Country, Folk music, Native American music Reggae, Disco</p>	<p>Elements of Music: Structure, intro/introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, riff, ostinato, pentatonic scale, texture, hook, melody, electric guitar, backing vocals, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano</p>	<p>Composition and Improvisation: Improvise, compose, imagination</p>	
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Topic coverage - Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Down Music (3) How does music bring us closer together?	Exploring Feelings When You Play (4) How does music connect us with our past?	Compose Using your Imagination (3) How does music make the world a better place?	Feelings Through Music (4) How does music teach us about our community?	Enjoy Improvisation (3) How does music make a difference to us every day?	The Show Must Go On (4) How does music connect us with the environment?

Topic coverage - Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical Structures (4) How does music bring us together?	Playing in a band (3) What stories does music tell us about the past?	Compose with your Friends (4) How does music improve our world?	More Musical Styles (3) How does music help us to get to know our community?	Expression and Improvisation (4) How does music shape our way of life?	Opening Night (3) How does music connect us with our planet?

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Intended Impact

LKS2 – Cycle A						
	Writing Down Music (3)	Exploring Feelings When You Play (4)	Compose Using your Imagination (3)	Feelings Through Music (4)	Enjoy Improvisation (3)	The Show Must Go On (4)
I know that/how to...	<ul style="list-style-type: none"> I know that that long/short and high/low sounds can be represented by musical symbols. I know these symbols can be written on a staff, helping us to remember what we are going to sing and play. I know how to copy back simple melodic patterns, following basic notation. I know some formal, written notation which includes crotchets and their rests. I know how to compose a simple melody that starts 	<ul style="list-style-type: none"> I know how to use simple dynamics and tempo to express loud/quiet and fast/slow. I know how to compose a basic song accompaniment using pulse, rhythm and pitch. I know why combining the different elements creates expressive music 	<ul style="list-style-type: none"> I know how to compose a simple melody that starts and ends on the home note. I know how to perform my own composition using the notes I have chosen. I know how to shape the melody, using steps and leaps. I know how to describe how my melody was created. I know how to use a simple structure when composing. I know how to use simple dynamics and 	<ul style="list-style-type: none"> I know how to talk about the emotions I feel when I listen to a piece of music. I know how to happily give my opinion about the music I listen to. I know how to find the pulse of the music, sometimes finding the first beat of the bar. I know how to talk about the musical 	<ul style="list-style-type: none"> I know how to compose a simple melody over a chord progression that starts and ends on the home note. I know how to use music technology effectively to capture, edit and combine sounds. I know how to compose using a pentatonic scale. I know that melody can move in steps or leaps. The space between 	<ul style="list-style-type: none"> I know how to be expressive in my performances, using a range of different elements. I know how to discuss different musical genres and their key features. I know how to explain why a song was chosen and in what context, including historical information about the piece. I know how to effectively communicate the meaning of

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	<p>and ends on the home note.</p> <ul style="list-style-type: none"> I know how to perform my own composition using the notes I have chosen. 		<p>tempo to express loud/quiet and fast/slow.</p> <ul style="list-style-type: none"> I know how to create simple rhythmic patterns using both notes and rests. 	<p>features relating to the style of the music.</p> <ul style="list-style-type: none"> I know how to discuss a piece of music, using appropriate musical language. I know how to confidently recognise a range of musical instruments. I know how to listen to music from around the world and talk confidently about their features. I know how to compare and contrast songs of similar styles. 	<p>notes is called an interval.</p> <ul style="list-style-type: none"> I know how to compose using notation from a chosen key 	<p>the words and articulate them clearly.</p>
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LKS2 – Cycle B						
	Musical Structures (4)	Playing in a band (3)	Compose with your Friends (4)	More Musical Styles (3)	Expression and Improvisation (4)	Opening Night (3)
I know that/how to...	<ul style="list-style-type: none"> I know how to perform with an understanding of simple time signatures. I know how to clap and move in time to a steady beat, accentuating the first beat of the bar. 	<ul style="list-style-type: none"> I know that improvisation is when you make up your own melody. I know how to improvise successfully by listening and responding to the music from the unit. I know how to sometimes use silent beats within my improvisation. I know how to create simple rhythms to build phrases using limited notes. 	<ul style="list-style-type: none"> I know how to confidently recognise the difference between major, minor and pentatonic sounds. I know how to convey different feelings and emotions in my own music through my notation choices. 	<ul style="list-style-type: none"> I know how to talk about the emotions I feel when I listen to a piece of music. I know how to happily give my opinion about the music I listen to. I know how to find the pulse of the music, sometimes finding the first beat of the bar. I know how to talk about the musical features relating to the style of the music. I know how to discuss a piece of music, using appropriate musical language. 	<ul style="list-style-type: none"> I know how to improvise within a major scale, using one to five notes. I know how to use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation. I know how to improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests. 	<ul style="list-style-type: none"> I know the different musical families and their key features. I know how to use my knowledge of a musical families key features to make accurate judgements to the types of instruments playing. I know a range of different musical instruments from different musical families. I know the key instruments which are used in different musical genres.

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				<ul style="list-style-type: none">• I know how to confidently recognise a range of musical instruments.• I know how to listen to music from around the world and talk confidently about their features.• I know how to compare and contrast songs of similar styles.	<ul style="list-style-type: none">• I know that when improvising, I have a clear vision of key, structure and relevant use of the home note.	
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