





## Whinstone Primary School Year 5 and 6 Music



### **Music KS2 National Curriculum**

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:

- 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.



## Music Implementation

Music is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>LKS2 Music Implementation – Key Concepts</b>
The Key Concepts of Music at Whinstone are: <ul style="list-style-type: none"> <li>• Performing</li> <li>• Listening</li> <li>• Composing</li> </ul>

	In Year 5 and 6, Music is taught every week (1 lesson) in two cycles through the following sequence of topics:		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Cycle A	Play and Perform (Christmas performances – Victorian Christmas Y5, Carol Service Y6) Ostinatos and rhythms, Rhythm and notation	History of Music Person study - Holst (Victorian/WWI 1873-1934 Romantic)	Music from different countries/traditions (World / Africa)
Cycle B	Play and Perform (Christmas performances – Victorian Christmas Y5, Carol Service Y6) Singing in Rounds	History of Music Person study - Handel (1685-1759 Baroque)	Music of different genres, e.g. jazz, latin. (Including World music / Africa)

<b>Topic Specific Vocabulary</b>
<i>Expression, articulation, legato, allegro, andante, staccato, layers of sound, textures, timbres, various adjectives to describe moods, ostinato, crotchet, minim, quaver, semibreve, staff, stave, treble clef, bass clef, bars</i>
<i>Posture, stance, controlling of breathing, articulation, dynamics, pitch, structure, timbre, texture, tempo, duration, improvisation, aural perception, stimulus, note names, ensemble performance. Phrases, melody, counter melody, harmony, melodies, rounds, harmonies, melody lines, collaborative performance</i>
<i>Accapella, vibrato, syncopation, rounds, canons, manipulation of sounds, musicality, musicianship.</i>



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of Music at Whinstone.

Performing	Composing	Listening	Composing	Listening	Listening
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>	<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	<b>Use and understand staff and other musical notations</b>	<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	<b>Develop an understanding of the history of music.</b>
<ul style="list-style-type: none"> <li>• Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics.</li> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Begin to have an awareness of improvisation with the voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Create descriptive music in pairs or small groups.</li> <li>• Identify different starting points for composing music.</li> <li>• Explore, select and combine a variety of different sounds to compose a soundscape.</li> <li>• Use a range of stimuli and develop musical ideas into a completed composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to longer pieces of music and identify features.</li> <li>• Internalise short melodies and sing these.</li> <li>• Internalise short melodies and play these on pitched percussion (by ear).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to learn simple notation, e.g. crotchet, minim, quaver, semibreve.</li> <li>• Play / sing simple rhythms on tuned</li> <li>• Begin to learn pitched notes on a staff.</li> <li>• Combine note values with pitched notes and read simple melodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions</li> <li>• Recognise excerpts of famous pieces of music from a range of composers</li> <li>• Understand that music can be performed in different ways and in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the different eras in music</li> <li>• Use seasonal and music to support topics to introduce children to different genres and composers</li> <li>• Gain an understand about the history and development of music through learning about instruments</li> </ul>



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## Music Impact

At the end of each topic, teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Performing	Sing songs with increasing control of breathing, posture and sound projection.
Listening	Identify instruments from specific families of the orchestra
Composing	Begin to improvise simple melodic and rhythmic patterns
Performing	Play simple accompaniments with control, confidence and accuracy
Composing	Create own accompaniments using musical notation
Composing	Begin to learn pitched notes on a staff
Performing	Present performances effectively