



**Music at Perryfields**  
**Linked to curriculum drivers**

**Key Stage 2**

National Curriculum objectives	Key Vocabulary		BLP Links	Personal Development Plan + Prepare + Practise + Perform = Success	Cultural Capital
<p><b>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</b></p>	<p><b>Pitch</b></p> <p><b>Tempo</b></p> <p><b>Duration</b></p> <p><b>Dynamics</b></p> <p><b>Timbre</b></p> <p><b>Texture</b></p> <p><b>Structure</b></p> <p><b>Techniques</b></p> <p><b>Process</b></p> <p><b>Contexts</b></p>	<p>Melody, tune, high, low, melodic phrase/pattern, melodic ostinato drone, unison, harmony, round, call and response</p> <p>Pentatonic scale</p> <p>Note names – A B C D E F G etc. interval</p> <p>Fast (allegro), slow (lento)</p> <p>pulse, beat, long, sustained, short, staccato, rhythm, rest, word rhythm</p> <p>            Semibreve – 4 beats            Minim – 2 beats            Crotchet – one beat            Quaver – half beat            Semiquaver – quarter beat         </p> <p>(moderately) loud - (mezzo) forte, Very loud – fortissimo Getting louder - crescendo</p> <p>(moderately) quiet – (mezzo) piano Very quiet – pianissimo Getting quieter – diminuendo</p> <p>bright, smooth, scratchy, chiming, clicking Words to describe the qualities of sounds like rattling tinkling. Words related to sound production such as: hitting, shaking, scraping.</p> <p>solo, duet, ensemble, combined</p>	<p>Absorption, collaboration, revising when rehearsing songs and music, perseverance</p> <p>Noticing when identifying patterns in music.</p> <p>Imitation when copying melodies etc. to learn to play an instrument.</p>	<p>Performances in assemblies, Christmas Nativity, Carol Concert, Grand Parent afternoons to our school community</p> <p>After school KS2 choir performing throughout the community including, care homes, local school events and borough wide events such as Christmas concert at Symphony Hall.</p> <p>Collaborating as part of the KS2 choir and so developing a sense of shared purpose and responsibility.</p>	<p>Singing songs and playing music from different cultures and historical periods linked to theme work.</p> <p>Celebrating special days with traditional songs. See calendar <a href="http://projectbritain.com/specialdays/july.htm">http://projectbritain.com/specialdays/july.htm</a></p> <p>Picture News/ CBBC Newsround to highlight current musical events/performances</p> <p>Use different instruments such as Djembe drums, castanets etc., learning their origins and the reasons that they are included in musical pieces</p> <p>Enrichment activities</p>

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		<p>beginning – middle – end, phrase, verse- chorus, round, repetition, introduction, sections, interlude, ostinato bass, drone, melodic ostinato</p> <p>breathing, posture, singing, whispering, humming, blowing, articulation, projection, striking, hitting, shaking, plucking, strumming</p> <p>accompaniment, rehearsing, performing</p> <p>culture, venue, time and place, purpose, repertoire</p>			
<p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>	<p><b>Pitch</b></p> <p><b>Tempo</b></p> <p><b>Duration</b></p> <p><b>Dynamics</b></p> <p><b>Timbre</b></p> <p><b>Texture</b></p> <p><b>Structure</b></p> <p><b>Techniques</b></p> <p><b>Process</b></p> <p><b>Contexts</b></p>	<p>All of the above plus:</p> <p>improvising, composing, notating, layering</p>	<p>Absorption Making links with other music taught.</p> <p>Noticing when other identifying patterns in music.</p> <p>Imitation when copying melodies etc. to learn to play an instrument.</p> <p>Perseverance, collaboration, revising when perfecting a piece of music.</p> <p>Capitalising – drawing on own musical experiences</p>	<p>Provide opportunities for pupils to succeed by planning, preparing, practising and performing their compositions.</p> <p>Having a sense of pride through their performances.</p>	<p>Music used from different cultures/eras to teach composition – e.g. Year 5 teach the history of rap and create own rap compositions.</p> <p>Music technology introduces new instruments for composition.</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>		<p>Melody, tune, high, low, melodic phrase/pattern, melodic ostinato drone</p> <p>Fast (allegro), slow (lento), different speeds, pulse</p> <p>pulse, beat, long, sustained, short, staccato, rhythm, rest, word rhythm</p> <p>(moderately) loud - (mezzo) forte, Very loud – fortissimo</p>	<p>Absorption</p> <p>Imagining when listening to music to use music to tell stories etc.</p> <p>Noticing when identifying patterns in music.</p>	<p>Development of key listening skills to enable the appreciation of sound and music.</p>	<p>Wide variety of genres of music is taught throughout the year during 'Sing Up' sessions and music lessons.</p>

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	<p>Getting louder - crescendo</p> <p>(moderately) quiet – (mezzo) piano Very quiet – pianissimo Getting quieter – diminuendo</p> <p>bright, smooth Words to describe the qualities of sounds like rattling tinkling. Words related to musical instruments</p> <p>solo, duet, ensemble</p> <p>beginning – middle – end, phrase, verse- chorus, repetition, introduction, sections, interlude, ostinato bass, drone, melodic ostinato</p>		Capitalising – comparing music to own experiences of music.		
Use and understand the basics of the staff and other musical notations.	<b>Pitch</b>  <b>Tempo</b>  <b>Duration</b>  <b>Dynamics</b>  <b>Timbre</b>  <b>Texture</b>  <b>Structure</b>  <b>Techniques</b>  <b>Process</b>	<p>Melody, tune, phrase, High, getting higher, going up Low, getting lower, going down Steps, jumps Note names – A B C D E F G etc. Treble clef Bass clef</p> <p>pulse, beat, long, sustained, short, staccato, rhythm, rest, word rhythm</p> <p> Semibreve – 4 beats Minim – 2 beats Crotchet – one beat Quaver – half beat Semiquaver – quarter beat</p>	<p>Making links with learning of pitch in singing and playing.</p> <p>Questioning – what if I change the notes/rhythm/tempo?</p> <p>Imagining – using imagination to create own music.</p> <p>Collaboration when creating songs/music to perform for others.</p>	Provide opportunities for pupils to access new learning and develop a sense of achievement.	Different genres of music taught, highlighting difference in notation of different types of music e.g. pop music and orchestral scores
Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from	<b>Contexts</b>	<p>As for listening plus:</p> <p>Traditional music, composer, era, genre, culture, purpose</p>	<p>Noticing when identifying patterns in music.</p> <p>Capitalising – comparing music to own experiences of music.</p>	Develop a sense of self and others by expose to a diverse range music/musicians.	<p>Daily ‘morning music’ listened to introduce a wide range of musical genres.</p> <p>These link to special days and months – e.g. Black</p>

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great musicians and composers.					History Month, Diwali, St. George's Day etc.  Picture News - where relevant
Develop an understanding of the history of music.		Traditional music, composer, era, genre, culture, purpose	Revising – recognising different styles of music and relating to time periods	Develop a sense of self and others by expose to a diverse range music/musicians.	As above, focusing on musical period. Resources to support – Charanga, Classical 100
		<b>Oracy</b> Links to oracy see oracy progression maps.			

Vocabulary to be recapped and extended throughout teaching and used when listening, playing or singing.

#### Vocabulary:

Vocabulary to be displayed during lessons and around 'morning music' displays if possible for reference.

#### BLP:

Many BLP skills link to learning, such as absorption, managing distractions and perseverance and therefore may appear in most thematic lessons. Depending on objective, BLP skills will apply and teachers to choose relevant BLP skills and display/discuss for each lesson.

#### Personal Development:

Opportunities are sought to develop pupils individual talent, along with, a sense of collaborative responsibility and self-confidence.

#### Cultural Capital:

In order to prepare children for future success, we ensure that music in the school broadens their knowledge of many genres of music. We develop the children's appreciation of music by their active participation in musical activities throughout the year.