

Music- Lower Key Stage Two

<u>Pupils should be taught to:</u>	<u>How we do this in Y3</u>	<u>How we do this in Y4</u>	<u>Resources/ instruments/ICT</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Yr3 pupils will build on instrumental lessons taught in ks1 (recorders) and singing lessons using charanga and class songs to develop control of voice and knowledge of a musical instrument.</p> <p>Instrumental lessons to be delivered by class teacher using school recorders. Use recorder scheme of work on charanga to support. Children will recap how to correctly hold a recorder and how to produce sound. Children will quickly recap notes taught in KS1 (B,A,G) before attempting to play pieces from charanga</p>	<p>Yr4 pupils will build on instrumental lessons taught in year 3 (fife 2019/20 and recorders 2020/2021 onwards) and singing lessons using charanga and class songs to develop control of voice and knowledge of a musical instrument.</p> <p>Instrumental lessons to be delivered by class teacher using fifes. Use flute scheme of work on charanga to support. Children will recap how to correctly hold a fife and how to produce sound. Children will recap notes taught in year 3 (B,A,G) before attempting to play</p>	<p>Yr3 Recorders Charanga Music service for Charanga lessons.</p> <p>Yr4 Fifes Charanga Music service for Charanga lessons.</p>	<p>Linked Vocabulary that both year groups should know:</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • . <p>Children should be encouraged to use the above vocabulary during music lessons, particularly when discussing compositions by themselves, peers and composers.</p>	<p>Differentiation is by outcome. Some children will struggle to produce a clear sound and will require support to recall the position of fingers for each note. A finger chart can be used to support here.</p> <p>A more able child will produce a clear sound and will begin to develop fluidity between notes.</p>

	<p>using these notes. Teacher to hear children play individually (solo) before putting it together to create an ensemble. Children will then learn some additional notes to</p> <p>Opportunities to develop singing at the beginning of each Charanga lesson delivered by Birmingham Music Service. Children will learn a range of pieces including elevator which will enable the children to move their voices up and down a given scale in whole note increments.</p> <p>CRM objectives Stage 3 Composing he/she can use his/her voice and copy a given scale.</p> <p>Stage 3 Performing he/she can sing expressively in time to the beat and rhythm.</p>	<p>pieces from charanga using these notes. Teacher to hear children play individually (solo) before putting it together to create an ensemble. Children will then learn the note C (upper) and F to develop the range of pieces which are available to them.</p> <p>Opportunities to develop singing at the beginning of each Charanga lesson delivered by Birmingham Music Service. Children will learn a range of pieces including elevator which will enable the children to move their voices up and down a given scale in whole note increments (count to 5 which will develop singing of a pentatonic scale). Use of Charanga to practise choir songs discretion of Music Service teacher - children</p>			
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	<p>Stage 3 Performing he/she can sing expressively in time to the beat and rhythm.</p> <p>Stage 3 Performing he/she can perform as part of a group and individually to an audience.</p> <p>Stage 3 Performing he/she can take part in two-part songs.</p>	<p>will then be exposed to full length songs to sing.</p> <p>CRM objectives</p> <p>Stage 4 Performing he/she can perform given compositions/songs from memory.</p> <p>Stage 4 Performing he/she can take part in two-part harmonies.</p> <p>Stage 4 Performing he/she can perform as part of a group and individually to an audience.</p>			
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Y3 pupils will meet this learning objective through their lessons on instrumental (delivered by teacher) and Charanga (delivered by Music Service).</p> <p>Charanga- children will listen to a well known piece by a famous musician. Children will then be able to see a simple</p>	<p>Y4 pupils will meet this learning objective through their lessons on instrumental (delivered by teacher) and Charanga (delivered by Music Service).</p> <p>Year 4 will use the chime bars to compose and perform their own pieces. Year 4 to use a pentatonic scale (5</p>	<p>Yr3 Recorders Chime bars Charanga-composition.</p> <p>Yr4 Chime bars Charanga-rhythm grids,</p>	<p>Yr 3</p> <ul style="list-style-type: none"> • pitch • dynamics-volume • tempo • rhythm • beat • pulse • duration (of notes) <p>Yr 4</p>	<p>Teaching staff to ensure children are familiar with rhythm grids by quickly recapping.</p> <p>Differentiation by outcome. LA children will produce simple tunes and patterns. In year 4 they may produce one rhythmic pattern which is repeated. Children may not include rests.</p>

	<p>score of the music and can add symbols which represent beats and an instrument to compose their own version of the music.</p> <p>Children will use the recorder or chime bars to compose their own compositions using three notes (B, A, G) and their knowledge of 4 beats to a bar- quavers and crochets.</p> <p>CRM - Stage 3 Composing he/she can compose three note patterns. Stage 3 Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.</p>	<p>notes i.e C, D, E, G, A or G, A, B, D, E) . Children to develop a pattern and are to repeat this pattern often in the compositions.</p> <p>Year 4 to use charanga rhythm grids to develop and record patterns that are repeated using crotchets (one beat), quavers (half beat) and rests. Developing on year 3 who have used this to record simple patterns created by T.</p> <p>Year 4 are also to evaluate their compositions against the criteria given and are to be presented with feedback and an opportunity to edit and up level their compositions.</p> <p>CRM Stage 4 Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).</p>	<ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • pattern • repetition 	<p>HA children will consider beats to a bar and correctly use crotchets, quavers and rests. Children will create an interesting pattern which will appear often in their song but may add other patterns to this.</p>
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listen with attention to detail and recall sounds with increasing aural memory	<p>Year 3 will meet this learning objectives through lessons in which they will be exposed to a range of musical pieces from different periods in time.</p> <p>Children will discuss the pieces played, demonstrating a developing understanding of appropriate musical vocabulary. Use of music on Charanga, BBC ten pieces and 100 classical pieces.</p> <p>Focus on tempo, dynamic, texture (i.e a thick texture will have many layers of music a simple texture one layer/ instrument/ voice) begin to identify pulse and beats to a bar . Can they identify any</p>	<p>Year 4 will meet this learning objectives through lessons in which they will be exposed to a range of musical pieces from different periods in time.</p> <p>Children will discuss the pieces played, demonstrating a wider understanding of appropriate musical vocabulary. Use of music on Charanga, BBC ten pieces and 100 classical pieces.</p> <p>Focus on tempo, dynamic, texture (i.e a thick texture will have many layers of music a simple texture one layer/ instrument/ voice), repeated rhythms and</p>	<p>YR3</p> <p>Charanga BBC ten pieces 100 classical pieces.</p> <p>YR4</p> <p>Charanga BBC 10 pieces 100 classical pieces.</p>	<p>Yr 3</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm and patterns • beat • texture • instruments <p>Yr4</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) 	<p>Teacher to develop differentiation through questioning.</p> <p>LA should be able to discuss dynamics (loud and quiet) and whether the rhythms are fast or slow (tempo). Children can say which piece they prefer and why.</p> <p>More able children should use vocabulary accurately (year 4) to describe and compare pieces.</p>

	<p>instruments used. Year 3 will develop their aural memory by making comments in relation to previous pieces.</p> <ul style="list-style-type: none"> - This piece has more instruments/ has a faster tempo <p>In lessons as an introduction year 3 to be given patterns that they must clap back to develop aural memory. This is also to be done by singing patters.</p> <p>CRM Stage 3 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music. Stage 3 Listening and Context he/she can compare pieces, thinking about pitch, mood, rhythm and tempo.</p>	<p>patterns . Can they identify any instruments used. Year 4 will develop their aural memory by making comments in relation to previous pieces.</p> <ul style="list-style-type: none"> - This piece has more instruments/ has a faster tempo <p>Year 4 to use musical vocabulary with more confidence, fluidity and with less prompting that year 3.</p> <p>In lessons as an introduction year 4 to be given increasingly complicated patterns that they must clap back to develop aural memory. This is also to be done by singing patters including pentatonic scales.</p> <p>CRM Stage 4 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music.</p>		<ul style="list-style-type: none"> • pattern • repetition • instruments 	
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<p>use and understand staff and other musical notations</p>	<p>Year 3 and 4 will begin to be exposed to musical notations through lessons on rhythm, beat and patterns.</p> <p>In music service lessons they will look at crotchet, quavers, semiquavers, minims, and rests. Children will be taught value of the notation and will develop familiarity with the appearance of the notation. Children to be taught the value not specifically the vocabulary- ta and tete used- crotchet and quavers.</p> <p>In lessons children will be shown rhythm cards and asked to say/ clap the rhythm back.</p> <p>Children will look at staff and notation in more detail in upper ks2.</p>	<p>Year 3 and 4 will begin to be exposed to musical notations through lessons on rhythm, beat and patterns.</p> <p>In music service lessons they will look at crotchet, quavers, semiquavers, minims, and rests. Children will be taught value of the notation and will develop familiarity with the appearance of the notation. Children to be taught the value not specifically the vocabulary- ta and tete used. crotchet and quavers.</p> <p>In lessons children will be shown rhythm cards and asked to say/ clap the rhythm back. In year 4 more complicated rhythms are used.</p>	<p>YR3 Value cards Rhythm cards</p> <p>YR4 Value cards Rhythm cards</p>	<p>Yr 3 Rest Note Duration Beat Rhythm Pattern</p> <p>Yr 4 Rest Note Duration Beat Rhythm Pattern</p> <p>Children to be encouraged to use vocabulary when discussing music.</p>	<p>Children are to begin to recognise different notations and to be exposed to symbols and music annotations although this will not be directly taught until upper KS2. Yr 3 and 4 are to recognise and understand different durations of notes.</p>

	<p>CRM Stage 3 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music.</p>	<p>Children will look at staff and notation in more detail in upper ks2.</p> <p>CRM He/ she can begin to identify how many beats are in a bar when listening to pieces of music</p>			
<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Children will be introduced to music from a range of genres across the key stage and different periods of time.</p> <p>Children will be given opportunities to develop preferences and comparisons using musical vocabulary to form verbal answers.</p> <p>Children to discuss why they think a piece was created. Look at music for an event for example- wedding, birthday, celebrations and also music for relaxation, enjoyment etc.</p>	<p>Children will be introduced to music from a range of genres across the key stage and different periods of time.</p> <p>Children will be given opportunities to develop preferences and comparisons using musical vocabulary to form verbal answers.</p> <p>Continuing throughout ks2</p>	<p>YR3 Charanga BBC ten pieces 100 classical pieces. youtube</p> <p>YR4 Charanga BBC ten pieces 100 classical pieces. youtube</p>	<p>Linked Vocabulary that both year groups should know:</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • repetition • 	<p>T to choose a range of music from different times and genres.</p> <p>BBC ten pieces changes regularly.</p>

	<p>Continuing throughout ks2</p> <p>CRM Stage 3 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music.</p> <p>Stage 3 Listening and Context he/she can explain what they think a piece of music's purpose could be.</p> <p>Stage 3 Listening and Context he/she can compare pieces, thinking about pitch, mood, rhythm and tempo.</p>				
<p>develop an understanding of the history of music.</p>	<p>Children will develop their knowledge of music throughout history through their topic lessons.</p> <p>In year 3 children will look at pieces created in an ancient Egyptian style based on what music historians believe music would have sounded in ancient Egypt. This will be repeated with the Stone Age. Children</p>	<p>Children will develop their knowledge of music throughout history through their topic lessons.</p> <p>In year 4 children will look at pieces from the classical era. Including Beethoven, Hayden and Mozart . Discuss instruments used, style of music.</p>	<p>Y3 Charanga youtube</p> <p>Y4 Charanga youtube</p>	<p>Linked Vocabulary that both year groups should know:</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • pattern 	<p>Children to be exposed to pieces from different periods of history. T to plan into topic lessons.</p> <p>Differentiation through questioning and answers. More able children to use a range of vocabulary consistently and accurately. Children to provide opinions and preferences.</p>

	<p>will be introduced to possible instruments used and can provide opinions about the music.</p> <p>Through lessons T to provide opportunity to compose in a Stone Age style using different drums and wooden percussion instruments.</p> <p>Continued focus in upper KS2 CRM Stage 3 Listening and Context he/she can express his/her opinions about music from the past.</p>	<p>Discuss any similarities and differences in their work Express opinions about their work. Use key vocabulary including pitch, tempo, rhythm, pattern etc</p> <p>Continued focus in upper KS2 CRM Stage 4 Listening and Context he/she can express his/her opinions about music from the past. Stage 4 Listening and Context he/she can find similarities and differences in the work of a great composer/musician from history.</p>		<ul style="list-style-type: none"> repetition 	<p>Year 3 must provide opinions.</p>
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