

**National Curriculum Key stage 2 Music**

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:

- **KS2A** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **KS2B** improvise and compose music for a range of purposes using the interrelated dimensions of music
- **KS2C** listen with attention to detail and recall sounds with increasing aural memory
- **KS2D** use and understand staff and other musical notations
- **KS2E** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- **KS2F** develop an understanding of the history of music


The General Musicianship strand of WCIT uses songs and games in a Spiral Curriculum— revisiting all the inter-related dimensions of Music; pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notation developing more depth and understanding each time. This is done using simple songs; partner songs and rounds, call and response games chants and visual aids. There should be clear progression through the year and children should be continuously growing in confidence and understanding, all evidenced through the standard of singing, developing increasingly complex songs and rhythmic understanding. This will build a strong framework on which to build their practical instrumental skills.

SEND/Further Support- consult with class teacher/relevant member of school staff to ensure appropriate support during the class and concerts. Approaches will be tailored according to specific needs of individual students. Include: simplified repertoire, reward activities such as pointing, conducting, counting the class in, providing pulse, or clapping responses where appropriate. Teachers will provide suitable moments for student demonstration regardless of level of activity, this includes making musical choices. There will be interventions such as simplified notation and /or coloured stickers to find notes on the instrument.

Typical resources: Mp3 player, projector/whiteboard- internet connectivity, hard copies of charts in case of technical issues, pointer/conducting stick, flash cards for all notes and rhythms to be covered, teacher instruments, spare strings and items for quick instrumental repairs.

All repertoire is suggested and should serve as a guide to appropriate levels

**TERM 1**

	Learning Objectives (LO)	Whole Class: General Musicianship (GM)	Whole Class: With Instruments	Backup Lessons	Stretch and Challenge	SEND/Further support
1	<ul style="list-style-type: none"> <li>• Introduce teachers and develop rapport with the class.</li> <li>• Present instrument(s) and build excitement.</li> <li>• Involve the class in music making and listening.</li> <li>• Introduce names of strings and parts of the instrument.</li> <li>• Learn to hold instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Name Game</b> (circle) Say names in rest. Use app/keyboard drum beat or other instrumental track and get students to notice/feel the steady beat. <b>KS2C</b></li> <li>• Clapping back rhythms in 4/4. Introduce idea of groups of 4 beats. Get students to lead. <b>KS2C</b></li> <li>• <b>Don't Clap This One Back</b></li> </ul> 	<ul style="list-style-type: none"> <li>• Introduce instrument: play something inspiring, show and name parts, go over care of instrument. <b>KS2E</b></li> <li>• Take out by neck, put on lap (for vlins &amp; vlas), find thick and thin string, give letters and choose animals, e.g. 'E for elephant' and pluck the rhythms on different strings: play around and mix it up! <b>KS2A</b></li> <li>• Show rest position and playing position – practise transitioning between (vlins &amp; vlas: feet apart, crocodile snap, stop the traffic, find button, look at button hovercraft land on shelf/shoulder, free head, look down runway, rest head on chinrest) <b>KS2A</b></li> <li>• Learn <b>Willow Waltz</b> with chart – sing with actions (tap heads/shoulders/tummy/knees for different strings), then pluck with vln/vla on lap, then in playing position with thumb on side of fingerboard. No bows yet. Explain what a Waltz is. <b>KS2A KS2D KS2E KS2F</b></li> <li>• <b>Jig</b> (plucked with chart) - stand-up/sit-down to help memorise note changes. <b>KS2A KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Label instruments.</li> <li>• Retrieval for <b>Willow Waltz</b> and <b>Jig</b> – mix it up with some children pointing to chart, some showing actions and some playing <b>KS2A KS2D</b></li> <li>• Check they can all hold instrument comfortably and know names of strings. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask pupil(s) to be the teacher and lead everyone else from rest position into playing position. <b>KS2A</b></li> <li>• For those who already play, let them use the bow, and consider giving them rhythmic variations for <b>Willow Waltz</b> and <b>Jig</b>. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talk to class teacher about any additional needs in the class, how best to approach and whether any additional resources may be required.</li> <li>• Pencil the letter names on bridge and / or colour code strings.</li> <li>• If pupils face motor challenges could keep violin / viola on lap to see strings for plucking.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Develop steady pulse and accurate pitch through clapping and singing (ongoing).</li> <li>• Reiterate good posture and set-up.</li> <li>• Recognise notation for basic rhythms: crotchet, quavers, and crotchet rests. Introduction to bow holds and bowing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Name Game</b> (circle) Say names in rest. Use app/keyboard drum beat or other instrumental track and get students to notice/feel the steady beat. <b>KS2C</b></li> <li>• Introduce flash cards for simple rhythms of tas &amp; ti tis <b>KS2D</b></li> <li>• <b>Don't Clap This One Back</b> <b>KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revisit rest position / playing position and animal sentences for names of strings. <b>KS2A</b></li> <li>• <b>"Don't Pluck This One Back"</b>. Slow and simple this week while students develop coordination. <b>KS2C</b></li> <li>• Pluck <b>Jig</b> from memory with accompaniment <b>KS2A KS2C</b></li> <li>• <b>Willow Waltz</b> plucked with chart - add big circles in the rests to prepare action of down bow retakes <b>KS2A KS2D</b></li> <li>• <b>Trains</b> - perform to class and then ask questions – 'how many strings were used?', then sign and sing through, then pluck, pluck call and response on D string in middle section <b>KS2C KS2E</b></li> <li>• Practise action of brushing arm or gliding from nose tap to drinking smoothie from a straw, (out / in, or down / up) to a fun backing track. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show bow and name parts – stick / hair, point / heel, screw.</li> <li>• Rule of why not to touch hair and practise loosening / tightening bows.</li> <li>• Begin bow holds <b>KS2A</b></li> <li>• Experiment with bows on open strings. <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try playing <b>Jig</b> or <b>Willow Waltz</b> with eyes shut. <b>KS2A</b></li> <li>• For anyone already confident, let them demonstrate <b>Jig</b> with bow to group <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• Stay with plucking for longer before using bow.</li> <li>• Experiment with alternative Suzuki-style bow hold, with thumb under frog</li> <li>• Assistant teacher can assist any pupils in gaining fluency with bowing action.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Consolidate learnings from previous weeks.</li> <li>• Build confidence in playing with bow.</li> <li>• Develop bowing technique.</li> <li>• Develop notation reading skills from flash cards and aural skills from GM and playing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pass The Beat Around the Room</b> (circle) Students to say and clap one syllable each, passing the beat around the room – don't forget the rest! Suggested Audio: <b>Electric Worm</b> by the Beastie Boys. <b>KS2C</b></li> <li>• <b>Don't Clap This One Back</b> get students to lead. <b>KS2C</b></li> <li>• <b>Flash Cards</b> – introduce more variation this week. <b>KS2D</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bow holds recap on backups last week. <b>KS2A</b></li> <li>• Kinesthetics with bow - stir the magic pot, windscreen wipers, ironing and painting etc. <b>KS2A</b></li> <li>• Let everyone experiment with bows on strings (specify between bridge and fingerboard) and practice stopping the noise / chaos: "Silent unicorns!" = bows on foreheads. <b>KS2A</b></li> <li>• <b>Jig</b> with bows – <b>KS2A KS2C</b></li> <li>• Pluck <b>Willow Waltz</b> pluck, then try with bows with circles <b>KS2A</b></li> <li>• <b>Trains</b> plucked and signed and then play with bows. In the call and response middle section keep rhythms simple <b>KS2A KS2C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on bow holds and bowing technique – give individual attention to make sure that each child can hold bow and make a clear sound <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• If there are children who have lessons already or are very confident with the bow let them demonstrate 'expert' bow hold to the others <b>KS2A</b></li> <li>• Provide opportunities for short solos in any pieces learnt <b>KS2A</b></li> </ul>	<ul style="list-style-type: none"> <li>• As in weeks 1 and 2.</li> <li>• For those finding co-ordinating with bow tricky, experiment with Suzuki style bow hold or holding bow half-way up</li> <li>• In <b>Trains</b>, a response could be clapped instead of bowed in improvisation section.</li> </ul>

5	<ul style="list-style-type: none"> <li>Discover improvisation as creative expression.</li> <li>Further development of bow holds and bowing technique with</li> <li>Consolidation of notation for open strings</li> <li>Prepare for taking instruments home (set expectations).</li> </ul>	<ul style="list-style-type: none"> <li>Play some music as children come into the class (e.g. some Jazz) and begin with a talk about how it relates to <b>Manhattan Blues</b> <a href="#">KS2E</a> <a href="#">KS2F</a></li> <li><b>Notation Flash Cards</b> (rhythm and pitch) <a href="#">KS2D</a></li> <li><b>Rhythm Clock</b> – introduce simple version by teachers demonstrating first <a href="#">KS2D</a></li> <li><b>Pass the Beat Around the Room</b> <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Bowholds and bowing</b> – ask everyone to show their bow holds and announce ‘bowhold’ of the week. Do call and echo on open strings with simple rhythms to develop bowing action <a href="#">KS2A</a></li> <li><b>Trains</b> – naming / singing notes from chart and then play with bows with call and echo in middle section <a href="#">KS2D</a> <a href="#">KS2A</a> <a href="#">KS2C</a></li> <li><b>Willow Waltz</b> with bow circles – introduce concept of down and up bows and show symbols <a href="#">KS2A</a></li> <li>Recall <b>Jig</b> with bows <a href="#">KS2A</a></li> <li>Revise note-reading for D &amp; A and learn <b>Manhattan Blues</b> - chorus by singing and signing <a href="#">KS2D</a> <a href="#">KS2A</a></li> <li>Explain about improvisation section in <b>Manhattan Blues</b> and let children try improvising <a href="#">KS2B</a></li> <li>Play <b>Manhattan Blues</b> with improvisation section. <a href="#">KS2B</a></li> </ul>	<ul style="list-style-type: none"> <li>Reminder on care of instruments and talk about home practise.</li> <li>Revise repertoire from previous sessions, involving children in choices.</li> <li>Solos (own choice) – remembering to give targeted, individual advice to students to help them progress technically. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>For children who are already confident players, ask them to be the leader in the improvisation section of <b>Manhattan Blues</b>. <a href="#">KS2B</a></li> <li>Where children have outside experience, ask for more complex improvisations <a href="#">KS2B</a></li> </ul>	<ul style="list-style-type: none"> <li>Pieces can be sung or plucked with actions. In <b>Manhattan Blues</b>, improvisation can be restricted to one open string.</li> <li>In <b>Willow Waltz</b> bows could stay on the string instead of doing circles if more appropriate.</li> <li>Again, ‘being the pointer’ is an opportunity for participation as an alternative to holding an instrument.</li> </ul>
6	<ul style="list-style-type: none"> <li>Developing a good tone with free movement on all strings.</li> <li>Consolidation of pieces learnt in the first half of the term.</li> <li>Learn to appreciate the value of practice (instruments home this week)</li> <li>Further development of reading notation.</li> <li>Consolidation of basic improvisation concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Play a Waltz (e.g. Strauss) as children come into the room and then have a discussion about how it relates to <b>Willow Waltz</b> <a href="#">KS2E</a> <a href="#">KS2F</a></li> <li><b>Rhythm Clock</b> simple version <a href="#">KS2D</a></li> <li><b>Flash cards</b> both notation and simple rhythms now. <a href="#">KS2D</a></li> <li><b>Pass the Beat Around the Room</b> <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Technique refresh</b> – if after holiday, refresh hold of instrument, bow hold and bowing action. <a href="#">KS2A</a></li> <li><b>Notation</b> – recap with a quiz <a href="#">KS2D</a></li> <li>Play <b>Jig</b>, <b>Willow Waltz</b>, <b>Trains</b> after singing and signing from charts. <a href="#">KS2D</a> <a href="#">KS2E</a></li> <li>Re-cap notation for open strings <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li>All pieces at this point emphasise big swiny bows. <a href="#">KS2A</a></li> <li><b>Manhattan Blues</b> try violin ‘conversations’ in pairs – freestyle for improvisation thinking about character, mood etc. <a href="#">KS2B</a> <a href="#">KS2E</a></li> <li>Introduce <b>Sailing Home or Falling Leaves</b> using notation. Practice slow 4 beat bows and encourage relaxed mood with image of boat floating on the string using full length of bow. <a href="#">KS2E</a></li> <li>Sing and Sign <b>Sailing Home or Falling Leaves</b> from notation <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Improvisations for <b>Manhattan Blues</b> – work on feeling 2 bars and fitting impro within (rest of group to count 4 twice aloud to help). <a href="#">KS2B</a></li> <li>Practise bowing for <b>Sailing Home or Falling Leaves</b> – talk about weight of bow, speed etc <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Sailing Home</b> finger part from Vamoosh 2. <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li>Where appropriate offer leadership opportunities to confident learners being the ‘teacher’ in leading improvisation for example <a href="#">KS2B</a></li> </ul>	<ul style="list-style-type: none"> <li>Bowing for <b>Sailing Home</b> can still be practised without instrument (brushing arm).</li> <li>Pieces can be sung / signed where appropriate to maximise participation.</li> <li>Personalised / alternative notation charts can be introduced for specific pieces if helpful.</li> </ul>
7	<ul style="list-style-type: none"> <li>Consolidation of notation and bowing skills in repertoire already learnt.</li> <li>Development of good tone with slow sustained bowing.</li> <li>Introduction of new repertoire to stretch notation and playing skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>Flash cards</b> for notation and rhythms with more variation <a href="#">KS2D</a></li> <li><b>Rhythm Clock</b> – still with the simple version <a href="#">KS2D</a></li> <li><b>Don’t Clap This One Back</b> – introduce ‘put your finger on your nose’ as well <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Manhattan Blues</b> with 2 bar improvisation <a href="#">KS2B</a></li> <li>Recap of <b>Trains</b>, <b>Willow Waltz</b> and <b>Jig</b> – use each for a quick notation quiz and emphasise the need for good bow holds, bowing action and instrument hold in each. <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li><b>Sailing Home or Falling Leaves</b> – sing and sign from notation and then play with emphasis on slow bows and good tone <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li><b>On Top of Old Smokey</b> – stave work (clap rhythm then work out notes) then sing, pluck, play. <a href="#">KS2D</a> <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Practise <b>On Top of Old Smokey</b> by give each child (or pair) either G, D or A notes to play. <a href="#">KS2A</a></li> <li>Talk about the musical style of <b>On Top of Old Smokey</b> and how it relates to traditional songs <a href="#">KS2F</a></li> </ul>	<ul style="list-style-type: none"> <li>Harder part for <b>Sailing Home</b> if needed.</li> <li>If pupils are already confident let them demonstrate new pieces to the class <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Letter / alternative note charts can be used as before.</li> <li>Assistant to help with maximising participation, whether by signing, pointing or supporting in other ways.</li> </ul>
8	<ul style="list-style-type: none"> <li>Consolidation of repertoire learnt so far in the term.</li> <li>Building of expectations and excitement for the concert.</li> <li>Develop understanding of concert / performance etiquette.</li> <li>Building confidence for performing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Rhythm Clock</b> a more complicated version can be introduced now with variety of rhythms <a href="#">KS2D</a></li> <li><b>Notation flash cards</b> - this can be played by individuals on instruments <a href="#">KS2D</a></li> <li><b>Don’t Clap This One Back</b> with ‘put your finger on your nose’ <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li>Ask who is practising and how often?</li> <li>Perform to the children (teacher duet) – talk about mood, character, techniques. Model concert etiquette including announcing and bowing, and discuss their upcoming performance <a href="#">KS2E</a></li> <li><b>On Top of Old Smokey</b> – sing and sign from notation – play at slow speed and then faster. <a href="#">KS2A</a> <a href="#">KS2D</a></li> <li><b>Trains with call and response</b>, <b>Willow Waltz</b>, <b>Jig</b>, <b>Manhattan Blues with improvisations</b>, <b>Sailing Home and /or Falling Leaves</b>, <b>On Top of Old Smokey</b> <a href="#">KS2A</a> <a href="#">KS2B</a></li> <li>Learn <b>Jingle Bells</b> - sing and sign firstly then play phrases as call and response – <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li>Solos (own choice) – remembering to give targeted, individual advice to students to help them progress <a href="#">KS2A</a></li> <li>Make sure all can play <b>Jingle Bells</b> <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li><b>On Top of Old Smokey</b> in warm up – can anyone sing the words whilst tapping violin notes on body?</li> <li><b>Jingle Bells</b> LH finger part from Vamoosh 2 for those already using fingers. <a href="#">KS2A</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Option to sing <b>Jingle Bells</b> instead. <a href="#">KS2C</a></li> <li>Improvisation can continue to be made simple with option for one string, one rhythm or limited in length <a href="#">KS2B</a></li> <li>Maximise participation through opportunities for ‘pointing’ or signing roles where appropriate</li> </ul>
9	<ul style="list-style-type: none"> <li>Consolidate learnings from previous weeks and prepare for concert.</li> <li>Develop performance skills, playing a variety of rep in various styles and speeds.</li> <li>Memorise as much repertoire as possible to develop aural and performance skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>Don’t Clap This One Back</b> with ‘put your finger on your nose’ <a href="#">KS2C</a></li> <li><b>Echo and response</b> to class with sections of pieces learnt <a href="#">KS2C</a></li> <li><b>Rhythm Clock</b> – more complicated version. <a href="#">KS2C</a></li> </ul>	<ul style="list-style-type: none"> <li>Establish concert order, select announcers for the concert and practise announcements. Remind about rest position when not playing and good posture for playing <a href="#">KS2A</a></li> <li>Memorise as much repertoire as possible and used notation as needed: <b>Trains with call and response</b>, <b>Willow Waltz</b>, <b>Jig</b>, <b>Manhattan Blues with improvisations</b>, <b>Sailing Home / Falling Leaves</b>, <b>On Top of Old Smokey</b> (play, sing, play), <b>Jingle Bells</b> <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2D</a> <a href="#">KS2B</a></li> <li>Check whether school can video for next week. Involve year 5 and 6 children where possible - ideally all play together at the end (e.g. Jingle Bells with tune) <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Spend time on any pieces that need more attention. <a href="#">KS2A</a></li> <li>Give announcers practise time if possible.</li> <li>Reiterate points about concert etiquette. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>1 or 2 children to perform solo in front of class if they want to <a href="#">KS2A</a></li> <li>Where appropriate harder parts in <b>Sailing Home / Jingle Bells</b> <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Make sure charts are available if needed and that teachers are signing for children who will benefit.</li> <li>Pupils themselves can sign / sing / point instead of playing if this maximises participation</li> </ul>
10	<ul style="list-style-type: none"> <li><b>CONCERT WEEK</b></li> <li>Confident performance using concert etiquette.</li> <li>A celebration of the term’s learning and the skills gained.</li> <li>Introduce concept of using fingers for next term.</li> </ul>	<ul style="list-style-type: none"> <li>Quick warm up with <b>Don’t Clap This One Back</b> and / or rhythm clock. <a href="#">KS2C</a></li> <li>Call and echo for sections of pieces learnt as warm up. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>If possible, rehearse pieces first, and give reminders about concert etiquette (announcing with appropriate historical information where appropriate /bowing) <a href="#">KS2A</a> <a href="#">KS2E</a> <a href="#">KS2F</a></li> <li>Remind those who want to improvise in concert to make it clear by putting up hand in <b>Manhattan Blues</b> <a href="#">KS2B</a></li> <li>Involve continuers with their own performance plus a piece for everyone at end if possible <a href="#">KS2A</a></li> <li>Performance of repertoire including <b>Trains (with call and response)</b>, <b>Willow Waltz</b>, <b>Jig</b>, <b>Manhattan Blues with improvisations</b>, <b>Sailing Home / Falling Leaves</b>, <b>On Top of Old Smokey</b> and <b>Jingle Bells</b> <a href="#">KS2A</a> <a href="#">KS2C</a> <a href="#">KS2D</a></li> </ul>	<ul style="list-style-type: none"> <li>Introduction to using fingers for next term – demonstrate and explain to pupils the different pitches that can be made. <a href="#">KS2A</a></li> </ul>	<ul style="list-style-type: none"> <li>Solo improvisations in <b>Manhattan Blues</b> <a href="#">KS2A</a> <a href="#">KS2B</a></li> <li>Provide opportunities for other solos in other pieces where appropriate for those that want to do them <a href="#">KS2A</a></li> <li>Make the announcing challenge more demanding where appropriate with historical information about pieces performed <a href="#">KS2E</a> <a href="#">KS2F</a></li> </ul>	<ul style="list-style-type: none"> <li>Make sure that pupils who need them have finger charts.</li> <li>If necessary, some pieces can be sung /signed instead of played.</li> <li>Assistant to support as much as possible and appropriate to ensure maximum participation of all pupils.</li> </ul>

Curriculum Key	Description	Coverage (weeks 1 – 10)
KS2A	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	64
KS2B	Improvise and compose music for a range of purposes using the interrelated dimensions of music	13
KS2C	Listen with attention to detail and recall sounds with increasing aural memory	27
KS2D	Use and understand staff and other musical notations	32
KS2E	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	6
KS2F	Develop an understanding of the history of music	6