

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 (Y3)	I can identify and describe a variety of contrasting feelings as they relate to music (Y4)
	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.
		Play the steady beat on percussion instruments.
		Recognise the 'strong' beat.
		Respond to the 'offbeat' or 'backbeat'.
	Rhythm	Play in time with a steady beat in 2/4, 4/4 and 3/4
		Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.
		Recognise by ear and notation: 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.
		Alternate between a steady beat and rhythm.
	Pitch (Melody)	Recognise by ear and notation: minims, crotchets, quavers and their rests.
		Show the shape of a melody as rising and falling in pitch.
		Learn to sing a melody 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 scales of: C major G major F major
		Identify if a scale is major or minor.

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		Copy simple melodies by ear or from reading notation.
		Create melodies by ear and notate them.
		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.
		Control the speed of a steady beat, getting faster and getting slower
	Dynamics	Listen out and respond to forte (loud) sections of music.
		Identify instruments playing loud dynamics when listening to the music.
		Use dynamics to help communicate the meaning of a song.
	Timbre	Choose particular instruments for rehearsal and performing.
		Identify the sound of different tuned and untuned percussion instruments.
	Texture	Understand that singing and playing together creates a musical texture.
		Add body percussion accompaniments.
		Listen to the accompaniment to a song.
		Identify large numbers of people playing and singing.
		Listen out for solo players.
	Structure (Form)	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.
		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.

**Music**  
**Year group – LKS2**

Developing Performance Skills and Awareness	I can introduce my performance with context and understanding of the song and the learning process.		
Vocabulary			
Listening and Responding to Music:	Elements of Music:	Composition and Improvisation:	Developing Performance Skills:
Appalachian music, Baroque music, Blues, Country, Folk music, Native American music Reggae, Disco	: 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	Improvise, compose, imagination	perform, audience

**Topic coverage – Cycle A**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>(3) Writing Down Music</b>  How Does Music Bring Us Closer Together?	<b>(4) Exploring Feelings When You Play</b>  How Does Music Connect Us with Our Past?	<b>(3) Compose using your Imagination</b>  How Does Music Make the World a Better Place?	<b>(4) Feelings Through Music</b>  How Does Music Teach Us About Our Community?	<b>(3) Enjoying Improvisation</b>  How Does Music Connect us with our Planet?	<b>(4) The Show Must Go On</b>  How Does Music Connect Us with the Environment?

**Topic coverage – Cycle B**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>(4) Musical Structures</b>  How Does Music Bring Us Together?	<b>(3) Playing in a Band</b>  What Stories Does Music Tell Us About the Past?	<b>(4) Compose with your Friends</b>  How does Music Improve our World?	<b>(3) More Musical Styles</b>  How Does Music Help Us Get to Know Our Community?	<b>(4) Expression and Improvisation</b>  How Does Music Shape Our Way of Life?	<b>(3) Opening Night</b>  How Does Music Connect Us with The Environment?

## Music Year group – LKS2

### Intended Impact

LKS2 – Cycle A						
	(3) Writing Down Music	(4) Exploring Feelings When You Play	(3) Compose using your Imagination	(4) Feelings Through Music	(3) Enjoying Improvisation	(4) The Show Must Go On
I know that/how to...	<ul style="list-style-type: none"> <li>I understand that long/short and high/low sounds can be represented by musical symbols.</li> <li>I know these symbols can be written on a stave, helping us to remember what we are going to sing and play.</li> <li>I can sing and play my instrument in a few different time signatures.</li> <li>I can copy back simple rhythmic patterns and clap a rhythm that I have made up myself.</li> <li>I can move in time to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>I can rehearse and play a melody line aurally and/or visually, in various keys, with an understanding of accidental notation.</li> <li>I can play securely with good levels of accuracy, as a soloist or/and as part of an ensemble.</li> <li>I can rehearse and perform some or all parts in the context of the unit song.</li> <li>I can follow musical directions.</li> <li>I can use instruments respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose a simple melody that starts and ends on the home note.</li> <li>I can perform my own composition using the notes I have chosen.</li> <li>I can shape the melody, using steps and leaps.</li> <li>I can describe how my melody was created.</li> <li>I can use a simple structure when composing.</li> <li>I can use simple dynamics and tempo to express</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the words of a song and explain why the music was written.</li> <li>I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary.</li> <li>I can find the pulse, identifying the first beat of the bar.</li> <li>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</li> <li>I understand the importance of a musical introduction and</li> </ul>	<ul style="list-style-type: none"> <li>I understand that improvisation is when you make up your own melody.</li> <li>I can improvise successfully by listening and responding to the music from the unit.</li> <li>I can sometimes use silent beats within my improvisation.</li> <li>I can create simple rhythms to build phrases using limited notes.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently learn to sing a song, both aurally and visually, as part of a group and/or solo.</li> <li>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</li> <li>I understand that phonetics create various sounds when singing.</li> <li>I can sing expressively, paying attention to articulation and phrasing.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can copy back simple melodic patterns, following basic notation.</li> <li>• I can recognise various notes and their rests on a stave.</li> <li>• I can recognise the difference between major and minor sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate excellent posture and consistently good technique when playing my instrument.</li> </ul>	<p>loud/quiet and fast/slow.</p> <ul style="list-style-type: none"> <li>• I can create simple rhythmic patterns using both notes and rests.</li> </ul>	<p>the information it offers.</p> <ul style="list-style-type: none"> <li>• I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</li> <li>• I can confidently recognise the difference between major, minor and pentatonic sounds.</li> <li>• I can describe the differences between legato and staccato.</li> </ul>		<ul style="list-style-type: none"> <li>• I can confidently follow the leader or conductor of a group.</li> <li>• I can discuss in depth how the song connects to the world.</li> </ul>
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## Music Year group – LKS2

LKS2 – Cycle B						
	(4) Musical Structures	(3) Playing in a Band	(4) Compose with your Friends	(3) More Musical Styles	(4) Expression and Improvisation	(3) Opening Night
I know that/how to...	<ul style="list-style-type: none"> <li>I can copy more challenging rhythms using body percussion and untuned instruments.</li> <li>I recognise some notation that is written on a stave.</li> <li>I can perform with an understanding of simple time signatures.</li> <li>I can copy back and improvise rhythmic patterns.</li> <li>I can clap and move in time to a steady beat, accentuating the first beat of the bar.</li> <li>I can copy back melodic patterns, following basic notation.</li> </ul>	<ul style="list-style-type: none"> <li>I can play and perform as a soloist or as part of an ensemble.</li> <li>I can explain why a song was chosen.</li> <li>I have an understanding of the musical themes I have been singing about.</li> <li>I can follow the leader or conductor.</li> <li>I can talk about my performance, explaining what went well and what could be improved.</li> <li>I can introduce the song and explain why it was chosen.</li> <li>I can express how my performance affected me emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose a simple melody over a chord progression that starts and ends on the home note.</li> <li>I can use music technology effectively to capture, edit and combine sounds.</li> <li>I can compose a basic song accompaniment using pulse, rhythm and pitch.</li> <li>I can compose using a pentatonic scale.</li> <li>I can recognise that melody can move in steps or leaps. The space between notes</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the emotions I feel when I listen to a piece of music.</li> <li>I can happily give my opinion about the music I listen to.</li> <li>I can find the pulse of the music, sometimes finding the first beat of the bar.</li> <li>I can talk about the musical features relating to the style of the music.</li> <li>I can discuss a piece of music, using appropriate musical language.</li> <li>I can confidently recognise a range of</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise within a major scale, using one to five notes.</li> <li>I can use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation.</li> <li>I can improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests.</li> <li>When improvising, I</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a song confidently from memory, as part of a group or as a solo.</li> <li>I can sing, demonstrating clear diction, articulation and expression.</li> <li>I can sing in unison.</li> <li>I can demonstrate and keep good posture.</li> <li>I can confidently follow the leader or conductor of a group.</li> <li>I can sing in unison (with actions) with a range of songs of varying</li> </ul>

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	<ul style="list-style-type: none"> <li>I can hear a note and suggest its length in relation to other notes over a steady pulse.</li> <li>I can copy back more complex rhythmic/melodic patterns.</li> </ul>		<p>is called an interval.</p> <ul style="list-style-type: none"> <li>I can use a simple structure when composing - I know that there is a start, a middle and an end.</li> <li>I can use simple dynamics and tempo to express loud/quiet and fast/slow.</li> <li>I can compose using notation from a chosen key.</li> </ul>	<p>musical instruments.</p> <ul style="list-style-type: none"> <li>I can listen to music from around the world and talk confidently about their features.</li> <li>I can compare and contrast songs of similar styles.</li> </ul>	<p>have a clear vision of key, structure and relevant use of the home note.</p>	<p>styles and structures.</p>
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