

OLI Music Curriculum 2019/20

Autumn Term Coverage

Year Group:	Key Objectives:
<p>Ks1 national curriculum- Key stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions 	<ul style="list-style-type: none"> • Listen to a variety of music from different styles, traditions and times. • Start to recognise / identify very simple style indicators and different instruments used. • When listening to this music, start to find and internalise the pulse using movement. E.g. March, clap and tap your knees. • Start using correct but basic musical language to describe the music you are listening to and your feelings towards it. • Begin to understand the importance of warming up voices before singing activities. (Year 2) • Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Begin to play tuned instruments musically (glockenspiel)
<p>Year 3 and 4- Ks2 national curriculum-</p> <ul style="list-style-type: none"> ♣ 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 ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ use and understand staff and other musical notations ♣ develop an understanding of the history of music 	<ul style="list-style-type: none"> • Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. • Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse. • Continue to use correct musical language to describe the music you are listening to and your feelings towards it. • Sing songs and melodies and start to consider how the melody and words should be interpreted. • Continue to explore and create music using tuned instruments to play melodies, tunes and accompaniments, and to improvise and compose. • Continue to explore and create musical sound with voices and instruments within the context of the song being learnt. (Year 4)
<p>Year 5/6 Ks2 national curriculum-</p>	<ul style="list-style-type: none"> • Listen with concentration to a variety of music from different styles, traditions and times and place the music in its

- ♣ 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
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ use and understand staff and other musical notations
- ♣ develop an understanding of the history of music

historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.

- When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.
- Use correct musical language to describe the music you are listening to and your feelings towards it.
- Listen, comment on and discuss with confidence, ideas together as a group.
- Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.
- Continue to use glocks/recorders, to play melodies, tunes and accompaniments and to improvise and compose.