



Whinstone Primary School Year 3 and 4 Music



Music KS2 National Curriculum

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:

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



Music Implementation

Music is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<p>LKS2 Music Implementation – Key Concepts</p> <p>The Key Concepts of Music at Whinstone are:</p> <ul style="list-style-type: none"> • Listening • Composing • Performing

	In Year 3 and 4, Music is taught every week (1 lesson) in two cycles through the following sequence of topics:		
	Autumn	Spring	Summer
Cycle A	Play and Perform (Christmas performances – Christingle Y3, WW2 Y4) 7 elements of Music, Rhythm and notation	History of Music Person study - Mozart (1756-1791) Classical	Music from different countries/traditions (World / Africa)
Cycle B	Play and Perform (Christmas performances – Christingle Y3, WW2 Y4) Instruments of the Orchestra	History of Music Person Study – John Williams (1932-) Modern	Music of different genres, e.g. jazz, latin. (Including World music / Africa)

<p>Topic Specific Vocabulary</p> <p><i>High, low, middle, melody, long, short, rhythm, length, loud, quiet, dynamics, breath, pitch, tempo, pulse, effect, layers</i></p> <p><i>Pitch, high, low, dynamics, forte (f), piano (p), mezzo forte (mf), mezzo piano (pp), crescendo, diminuendo, verse, chorus, bridge, canon</i></p> <p><i>AABA, ABA, ostinato, layers, timbre, textures, compose, perform, improvise</i></p> <p><i>Diction, intonation, woodwind, strings, percussion, brass nation, pulse, beat, time, names of instruments of the orchestra, inflection, genre, rhythmic patterns, effects, layers, mood, emotions, feelings, graphic scores, impact, control, accuracy, accompaniment</i></p>



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of Music at Whinstone.

Performing	Composing	Listening	Composing	Listening	Listening
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	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.
<ul style="list-style-type: none"> • Begin to sing with control of pitch and dynamics. • Sing with awareness of pulse and rhythm. • Select instruments to describe visual images. • Play simple accompaniments with control and accuracy. • Perform collaboratively with a sense of occasion and precision 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways • Create music that describes contrasting moods/emotions. • Create an accompaniment to known and unknown songs. 	<ul style="list-style-type: none"> • Begin to hear simple structures in short pieces. • Begin to identify instruments from different orchestral families. • Identify specific instruments from the orchestra in short pieces. 	<ul style="list-style-type: none"> • Make their own symbols for notation as part of a class score. • Begin to learn simple notation, e.g. crotchet, minim, quaver, semibreve. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions • Recognise excerpts of famous pieces of music from a range of composers • Understand that music can be performed in different ways and in different situations. 	<ul style="list-style-type: none"> • Begin to learn about the different eras in music • Use seasonal and music to support topics to introduce children to different genres and composers • Gain an understand about the history and development of music through learning about instruments



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Music Impact

At the end of each topic, teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Performing	Sing with an awareness of melody, pulse and rhythm
Listening	Identify common musical instruments of the orchestra
Listening and Performing	Recall simple melodic and rhythmic patterns
Performing	Play simple accompaniments with control and accuracy
Composing	Create own accompaniments with control, accuracy and a sense of tempo
Composing	Recognise simple notation and create own method of notation
Listening	Recognise how music can reflect different intentions