

Penryn College - Music Department Curriculum Map for KS2 2019-2020

KS2	Autumn	Spring	Summer
Title:	Understanding how we can use rhythms	Understanding how we can use pitch and melody	Understanding how music works together
Context:	Learning how rhythm is used to perform, compose and communicate.	Learning how pitch is used in music and can be used to connect with an audience.	Learning how music works creating ensembles and layers of sound
Element(s) Focus:	<p>Rhythm & Duration: crochet, quaver, semiquaver, minim, rest</p> <p>Notation</p> <p>Metre and Time Signatures: 4/4, 3/4</p> <p>Tempo: Largo, Moderato, Allegro</p> <p>Structure: Binary, Ternary, Pop-song structure</p> <p>Texture: Polyrhythmic. Ostinato, Call and response</p>	<p>Texture: Layering of sounds, melody and accompaniment, unison.</p> <p>Tonality: Major, Minor, Pentatonic, Chromatic Inc. aural recognition</p> <p>Pitch and Melodic shape: Step, leap, phrase, ascending, descending, octave</p> <p>Notation: Staff and graphic, score following and writing</p> <p>Dynamics and Expression</p> <p>Timbre: range of instruments</p>	<p>Timbre: Orchestral instruments & instruments from around the world</p> <p>Texture: Layering of sounds, unison, monophonic, octaves, polyphonic, polyrhythmic, melody and accompaniment.</p> <p>Harmony: I and V, simple harmony between parts, drones, ostinato.</p> <p>Structure: Binary, Ternary, Pop-Song structure</p> <p>Ensemble: Variety of ensemble types depending on chosen style or genre. Awareness of specific instrumentation.</p>
Cross-Curricular Focus:	Music and Maths	Music and Literacy	Styles and Genres (To include History of Music & World Music)
Skill(s) Focus:	<p><u>Performing</u> – performing using simple rhythm patterns.</p> <p>Ensemble performing in parts</p> <p><u>Improvising and Composition</u> – compose rhythmic pieces within a given structure and time signature, a different tempos</p>	<p><u>Performing:</u> Ensemble (pairs-small groups). Instrumental and vocal</p> <p><u>Improvising and Composition</u> – Improvising over 16 beats, composing using pitch and rhythm</p> <p><u>Vocal</u> ensemble Performing - Songfest</p>	<p><u>Listen and Evaluate</u> – exploring music from different genres and styles including the history of music and different traditions.</p> <p><u>Composing</u> - using the elements of music including use of structure</p> <p><u>Performing</u> – perform in a range of styles and genres</p>

END OF KS2 Expectations (Please see the PENRYN PARTNERSHIP Primary Music Assessment Tracker for more detail)

	MOST STUDENTS (EXPECTED)	MOVING TOWARDS KS3 (ABOVE)
Exploring sounds; Creating, Improvising and Composing	<p>Use voice, sounds, technology and instruments in <u>creative</u> ways.</p> <p><u>Create simple</u> rhythmic patterns, melodies and accompaniments.</p> <p><u>Demonstrate musical quality</u> – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.</p>	<p>Experiment with voice, sounds, technology and instruments in <u>creative</u> ways and to <u>explore new techniques</u>.</p> <p><u>Use a variety</u> of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>Create music which demonstrates understanding of structure and discuss the choices made.</p>
Performing	<p><u>Sing and play confidently and fluently</u>, maintaining an appropriate pulse.</p> <p><u>Suggest, follow and lead</u> simple performance directions.</p> <p><u>Maintain an independent part</u> in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).</p>	<p>Maintain a <u>strong sense of pulse</u> and recognise when going out of time.</p> <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Maintain an <u>independent</u> part in a group when singing or playing.</p>
Use of Voice	<p><u>Sing</u> within an appropriate vocal range with clear diction, mostly accurate tuning, and control of breathing and appropriate tone.</p>	<p><u>Sing</u> with expression and an appropriate vocal range with clear diction, mostly accurate tuning, and control of breathing and appropriate tone.</p>
Listening and Responding	<p>Communicate ideas, thoughts and feelings through <u>simple musical demonstration</u>, language, movement and other art forms, giving simple justifications of reasons for responses.</p> <p><u>Offer comments</u> about own and others' work and ways to improve; accept feedback and suggestions from others.</p>	<p><u>Listen and evaluate</u> a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>Be perceptive to music and <u>communicate personal thoughts and feelings</u>, through discussion, movement, sound-based and other creative responses such as visual arts.</p> <p><u>Critique</u> own and others' work, offering <u>specific comments</u> and justifying these.</p>
Symbols and Notation	<p>Aurally identify, recognise, respond to and use basic symbols (standard and invented), including <u>rhythms</u> from <u>notation</u> (e.g. crotchets, quavers) and basic changes</p>	<p>As appropriate, follow basic shapes of music (including <u>staff and other notations</u>) through singing and playing short passages of music when working as a musician.</p>