



Sparken Hill Academy Music Curriculum

LKS2 ODD

(adapted for school context from the Model Music Curriculum March 2021)

3.1 Singing

- 3.1.1 Sing a widening range of unison songs of varying styles and structures with a pitch range of do-do (e.g. Extreme Weather). Tunefully and with expression. Perform forte and piano.
- 3.1.2 Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).
- 3.1.3 Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
 - 3.1.4 Perform as a choir in school assemblies.

3.2 Listening

The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

3.2.1 Western Classical Tradition and Film

Title	Composer	Period
Hallelujah from Messiah	Handel	Baroque
Night on a Bare Mountain ³	Mussorgsky	Romantic
Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century
Rondo alla Turca	Mozart	Classical
Mars from The Planets	Holst	20th Century

Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

3.2.2 Popular Music

Style	Title	Artist(s)
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Rock n Roll	Hound Dog	Elvis Presley
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey
Pop	With A Little Help from My Friends	The Beatles

3.2.3 Musical Traditions

Country	Tradition	Title	Artist/Composer
India	Indian Classical	Sahela Re	Kishori Amonkar
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan

3.3 Composing

3.3.1 Improvise

- 3.3.1.1 Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group), inventing short 'on the spot' responses using a limited note range (e.g. so-mi over 12 bar pattern).
- 3.3.1.2 Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

3.3.2 Compose

- 3.3.2.1 Combine known rhythmic notation with letter names to create ascending and descending phrases using up to 8 notes do-do. Limiting structure to next door notes during phrases
- 3.3.2.2 Compose song accompaniments on untuned percussion using known rhythms and note values.

3.4 Performing

- 3.4.1 Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).
- 3.4.2 Use listening skills to correctly order phrases using standard notation, showing different arrangements of notes C-D-E/do-re-mi on a staff
- 3.4.3 Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

3.5 Reading Notation

- 3.5.1 Re-enforce the staff, lines and spaces, and clef. Use standard notation to show higher or lower pitch.
- 3.5.3 Apply lyrics to rhythms, understanding how to link each syllable to one musical note (Christmas song composition project)