

## K2M Planning

<b>Autumn Term</b>						
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ All children will: enjoy and be excited about learning their instrument; perform simple rhythmic and melodic patterns with their voice and instrument; listen, watch and keep in time with others.</li> <li>▪ Most children will: play with an appropriate posture, controlling their voice and instrument to produce a pleasing and musical sound; sing and play short phrases from ear and from symbols and simple notation.</li> <li>▪ Some will be able to: sing and play more extensive musical phrases and tunes; play with increasing control of pitch and tone.</li> </ul>					
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>▪ Explore the basic technique of the instrument and how to produce sounds.</li> <li>▪ Learn to sing songs in unison and in a round.</li> <li>▪ Perform short pieces involving simple rhythmic patterns and a small range of notes</li> <li>▪ To understand how the different interrelated dimensions of music combine to create musical effects.</li> </ul>					
<b>Activities/Songs</b>	<ul style="list-style-type: none"> <li>▪ TBC from 2019-20 concert repertoire</li> </ul>					
	<b>Performance/ Ensemble Skills</b>	<b>Composition/ Improvising</b>	<b>Evaluation</b>	<b>Aural Awareness</b>	<b>Note Reading</b>	<b>Vocabulary</b>
	Produce sound using good technique. Perform as a class, starting and ending together. Play short pieces with and without backing tracks.	Create short rhythms and melodies to share with the class. Improvise simple rhythmic patterns in a call and response exercise.	Comment on a class or individual performance. Identify how to improve their own playing.	Copy simple rhythms. Identify changes in pitch when performing Listen to and comment on performances using musical vocabulary	Perform using simple notation (graphic, Kodaly rhythms, staff notation)	Children will have an opportunity to use words related to: -Musical elements e.g. rhythm, pitch, tempo, articulation - Staff notation - Basic performance techniques e.g. hand positions, body positions, fingering, bow hold etc. -Musical processes e.g. Practising, directing, rehearsing and improvising

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<b>Spring Term</b>						
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>All children will:</b> Maintain a simple part within an ensemble or when singing; work with several layers of sound and have an awareness of the combined effect; listen, watch and keep in time with others in the group; perform with and to each other.</li> <li>▪ <b>Most children will:</b> play with a balanced and relaxed posture, controlling their voice and instrument to produce a pleasing and musical sound; sing and play short phrases from ear and from symbols and simple notation; show a good sense of aural awareness in the control of the pulse, rhythm, pitch, dynamics and instrumental tone quality.</li> <li>▪ <b>Some will be able to:</b> maintain a more complex part with awareness of how the different parts fit together; be able to suggest ways in which the piece can be improved and developed.</li> </ul>					
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>▪ Learn greater control of instrument and specific techniques relating to the preliminary curriculum.</li> <li>▪ Learn to sing songs which develop aural skills and confidence when singing in parts.</li> <li>▪ Perform pieces of music with a widening range of notes and more complex rhythms.</li> <li>▪ Understand how to perform in simple parts, maintaining own part when playing with increasing confidence</li> <li>▪ Combine the interrelated dimensions of music to create musical effects.</li> </ul>					
<b>Activities/Songs</b>	<ul style="list-style-type: none"> <li>▪ TBC from 2019-20 concert repertoire</li> </ul>					
	<b>Performance/ Ensemble Skills</b>	<b>Composition/ Improvising</b>	<b>Evaluation</b>	<b>Aural Awareness</b>	<b>Note Reading</b>	<b>Vocabulary</b>
	Perform longer pieces with understanding of breathing. Use a wider range of notes and rhythms to perform more complex pieces	Improvise simple melodic phrases using 2 or 3 notes either in call and response or within a piece of music.	Comment on their own playing and that of a class performance positively, identifying things that have gone well.	Listen to and understand Ostinato. Listen to music commenting on changes in inter-related dimensions	Simple notation specific to the instrument learned (e.g. staff notation, TAB, Chords) Crotchets, quavers, minims, semibreves and rests.	Words relating to inter-related dimensions of music. Ostinati

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<b>Summer Term</b>						
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>All children will:</b> maintain a simple part within an ensemble with good intonation and a sense of occasion; work with several layers of sound and have an awareness of the combined effect; listen, watch and keep in time with others in the group; perform with and to each other.</li> <li>• <b>Most children will:</b> play with a balanced relaxed posture, controlling their voice and instrument to produce a pleasing and musical sound; sing and play short phrases from ear and from symbols and simple notation; show a good sense of aural awareness in their control of pulse, rhythm, pitch, tempo, dynamics and instrumental tone quality.</li> <li>▪ <b>Some will:</b> maintain an independent part playing confidently and accurately with awareness of how the different parts fit together; be able to suggest ways in which the piece can be improved and developed; talk about the performance with clear musical understanding for outside publicity purposes.</li> </ul>					
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>▪ Learn to control the instrument throughout a performance producing a pleasing sound with attention to accuracy of pitch, intonation and rhythmic awareness.</li> <li>▪ Learn to sing songs which develop aural skills and confidence when singing in parts.</li> <li>▪ Perform longer pieces of music with a widening range of notes and more complex rhythms.</li> <li>▪ Understand how to perform in simple parts, maintaining own part when playing with increasing confidence</li> <li>▪ Compose music which draws on skills and theory learned during the course, Combining the interrelated dimensions of music to create musical effects.</li> </ul>					
<b>Activities/Songs</b>	<ul style="list-style-type: none"> <li>▪ TBC from 2019-20 concert repertoire</li> </ul>					
	<b>Performance/ Ensemble Skills</b>	<b>Composition/ Improvising</b>	<b>Evaluation</b>	<b>Aural Awareness</b>	<b>Note Reading</b>	<b>Vocabulary</b>
	Perform longer pieces confidently with others in the class. Perhaps take a lead role in performances. Show confident control of the instrument with attention to accurate pitching rhythm and intonation. Perform a solo to the class	Compose a short melody (e.g. 4 bars) using pitch and rhythms learned in previous 2 terms.	Comment on own performance and that of the class and suggest ways to improve the performances.	Listen to and correct mistakes in performances.  Comment on the mood of a piece of music and suggest why (e.g. major and minor, tempo, key etc.)	Confidently use notation to 'sight read' simple pieces of music.	Words relating to inter-related dimensions of music. Structure e.g. intro, verse, chorus etc.

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<b>End of Term Objectives - K2M Strings</b>	
<b>Term 1 – Autumn: By the end of the first term</b>	
<b>All pupils will:</b>	<ol style="list-style-type: none"> <li>1. recognise and show good posture</li> <li>2. pluck the strings in time to the beat</li> <li>3. know the names of all four strings and parts of the instrument</li> <li>4. know how to assemble and care for the instrument</li> <li>5. produce a sound without and with the bow and talk about how it is made</li> <li>6. learn how to listen to, respond to and identify sounds</li> <li>7. learn about simple graphic and traditional notations</li> <li>8. perform and celebrate their achievement with enjoyment</li> </ol>
<b>Most pupils will:</b>	<ol style="list-style-type: none"> <li>1. produce a pleasing musical sound</li> <li>2. use the bow to produce sounds</li> <li>3. perform patterns of long and short notes both pizzicato and arco from memory</li> <li>4. perform patterns of high and low sounds</li> <li>5. perform with confidence</li> </ol>
<b>Some pupils will:</b>	<ol style="list-style-type: none"> <li>1. play more complex rhythmic ostinati</li> <li>2. lead simple activities, eg. echo games</li> <li>3. have developed a pleasing bow hold</li> <li>4. take part in simple improvisation and composing of simple phrases</li> </ol>
<b>Term 2 - Spring: By the end of the second term</b>	
<b>All pupils will:</b>	<ol style="list-style-type: none"> <li>1. build on the skills developed in the first term</li> <li>2. explore using the fingers to change pitch</li> <li>3. recognise sounds as high or low, loud or quiet</li> <li>4. perform simple ostinati on the instrument using the bow</li> <li>5. produce instrumental sounds to paint a sound scape and create sound effects</li> <li>6. participate in small group tasks</li> <li>7. perform and celebrate their achievement with confidence and enjoyment</li> </ol>
<b>Most pupils will:</b>	<ol style="list-style-type: none"> <li>1. understand the difference between pulse and rhythm</li> <li>2. use the fingers with some confidence</li> <li>3. perform more complex ostinati using different metres</li> <li>4. will be able to read simple graphic and traditional notations</li> <li>5. work with confidence in small groups</li> <li>6. use the instrument creatively to produce sounds effects and perform their ideas</li> </ol>

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<b>Some pupils will:</b>	<ol style="list-style-type: none"> <li>1. produce a pleasing musical sound and tone quality with the bow, e.g. e and b, whilst maintaining the correct posture and using the correct technique</li> <li>2. lead a group during small group tasks</li> <li>3. create and lead simple echo activities</li> <li>4. make up short rhythmic phrases using appropriate bow lengths</li> </ol>
<b>Term 3 - Summer: By the end of the third term</b>	
<b>All pupils will:</b>	<ol style="list-style-type: none"> <li>1. have developed their musical skills over the three terms</li> <li>2. perform and celebrate their achievement with confidence and enjoyment</li> <li>3. will play as part of larger group with a sense of pulse and ensemble</li> <li>4. will use the bow with confidence on all four strings</li> <li>5. will demonstrate a good posture and control of the violin/cello</li> <li>6. have used both graphic and staff notation</li> </ol>
<b>Most pupils will:</b>	<ol style="list-style-type: none"> <li>1. will use all fingers with more confidence</li> <li>2. will be able to read simple rhythmic and melodic notation to perform pieces</li> <li>3. will perform a variety of pieces from memory</li> <li>4. produce a pleasing musical sound with the bow using fingers to change pitch</li> <li>5. will make up a short rhythmic phrase using appropriate bow lengths</li> </ol>
<b>Some pupils will:</b>	<ol style="list-style-type: none"> <li>1. will use all 3 fingers (violin) all 4 fingers (cello) on the D and A string and perform a D major scale</li> <li>2. will produce a pleasing and musical sound during performance</li> <li>3. will play with an accomplished technique</li> <li>4. perform part of a favourite tune worked out by ear</li> </ol>

## K2M Planning SINGING

**Expectations Yrs 3 + 4 –** By the end of the key stage

*Most children will:*

Sing simple songs from memory with accuracy of pitch, in a group or alone; understand the importance of articulating the words to communicate the song to an audience; listen carefully, with attention to detail; demonstrate increasing aural memory and physical control.

*Some children will not have made so much progress and will:*

Participate with enjoyment in singing activities in a larger group, but will need help to match the pitch accurately; listen attentively for short periods, but will need help to sustain concentration and to remember longer phrases.

*Some children will have progressed further and will:*

Sing in tune alone or act as a leader of a group in call and response song; suggest ways to enhance their performance of the songs; identify subtle differences and changes; remember longer phrases quickly and confidently.

### YRS 3 + 4 Warm Ups, Games and Songs

General Learning Objective	Specific Learning Objective	Notes
<b>To develop their singing voices</b>	Develop activities and sing songs for improving posture and diction Improve the quality of sound when singing and playing Sing and play expressively, controlling dynamics and tone quality	Warm up songs - should be short and repetitive and sung in different musical ways e.g. staccato, legato etc. Puppet on a string idea for posture Standardise sounds using vowel tone colours Sing legato and plan where to breath Work at producing a forward tone through simple games and vowel sounds. Breathing should be natural and not affect posture - 'fill up your tank' concept Sing simple phrases - think about what words mean and try to portray them with the voice
<b>To use the thinking voice (internalising)</b>	Learn to internalise sound Develop musical phrasing by internalising a song	Traffic lights activity i.e. singing and thinking phrases in the song Link with instrumental work
<b>To use known songs to develop control of pulse and rhythm</b>	Improve control of pulse and rhythm Use an ostinato pattern Develop singing in parts Develop a "rhythm bank" of rhythm notation	Use songs with a strong beat, move and clap and use body percussion whilst singing. Encourage careful listening, team work and leading skills Repetition and building skills slowly
<b>To recognise changes in, and control, pitch</b>	Identify how melodies include big leaps as well as stepwise movement To develop understanding of pitch staff notation,	Use graphic notations / hand signals Use simple phrases from well-known songs to reinforce step movement, legato, staccato. ostinato

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### Expectations Yrs 5 + 6

*Most children will:*

Sing confidently in tune with an awareness of breathing, diction, dynamics, phrasing and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of words.

*Some children will not have made so much progress and will:*

Sing confidently, following the contours of the melody, but will need help with rhythmic detail; communicate and perform for others; maintain a part in their own group with the support of others.

*Some children will have progressed further and will:*

Sing confidently, alone and in a group, displaying a variety of vocal techniques; take a lead in class in group singing; sing expressively and in tune, both alone and in a group; perform showing expressive control of the musical elements.

<b>YRS 5 + 6 Warm Ups, Games and Songs</b>		
<b>General Learning Objective</b>	<b>Specific Learning Objective</b>	<b>Notes for Improving</b>
<b>To learn about breathing, dynamics and accuracy of pitch – linked with playing the instrument</b>	Learn how to warm up the voice and the body	Use a range of simple repetitive exercises and activities to stretch the range, improve listening, improve by step singing, learn about intervals  Breathing should be natural, based on length of phrases and should not affect posture
<b>To learn about musical techniques eg. legato, staccato, clarity of tone, dynamics</b>	To make a clear tone To use good, clear diction  To understand and control the difference between legato and staccato	Play rhythmic exercises using consonants and vowels and thinking about the tone colour,  Use chants and raps, reciting words  Sing songs in different ways, discuss the differences – link to instrumental playing in different ways
<b>To learn about pulse, rhythm and metre</b>	Develop understanding of the differences between pulse, rhythm and metre	Link with instrumental work wherever possible  Link with literacy work in class  Chant poetry and songs finding the emphasised words
<b>To extend their control and understanding of pitch and musical elements</b>	Sing in parts with a sense of phrase and clarity and develop listening skills  Develop understanding of graphic and music notation	Encourage teamwork, listening and performing  Simple exercises, sight reading and parts of and whole songs when necessary. Link with instrumental work where possible  Learn by step, leaps, intervals  Improvise or compose simple tunes

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<p><b>To develop understanding of musical elements</b></p>	<p>Sing in unison and use musical elements to discover how the music can be changed</p>	<p>Use the same instrumental and vocal activities to explore dynamics, tempo, structure and timbre</p>
<p><b>To learn to sing call and response</b></p>	<p>Learn to sing call and response and echo songs, improving listening skills and confidence when linked to instrumental activities</p>	<p>Simple call and response activities that encourage children to be leaders Encourage children to listen to themselves and others singing and discuss improvements</p>