

KS2 National Curriculum

The following detail has been taken from www.curriculum.qca.org.uk

This overview gives details of the skills required of students during KS2 Music lessons.

During Wider Opportunity lessons, it is recommended that these areas are covered to give a broad and full musical experience.

Three Main Areas of the National Curriculum

1. Performance Appraising
2. Composition
3. Listening and

Performing skills

Pupils should be taught how to:

- a sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
- b play tuned and untuned instruments with control and rhythmic accuracy
- c practise, rehearse and present performances with an awareness of the audience.

Composing skills

Pupils should be taught how to:

- a improvise, developing rhythmic and melodic material when performing
- b explore, choose, combine and organise musical ideas within musical structures.

Appraising skills

Pupils should be taught how to:

- a analyse and compare sounds
- b explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- c improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

Pupils should be taught:

- a to listen with attention to detail and to internalise and recall sounds with increasing aural memory
- b how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
- c how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
- d how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

KS2 National Curriculum continued

During the key stage,

Pupils should be taught the Knowledge, skills and understanding through:

- a a range of musical activities that integrate performing, composing and appraising
- b responding to a range of musical and non-musical starting points
- c working on their own, in groups of different sizes and as a class
- d using ICT to capture, change and combine sounds
- e a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

Common Approach (Federation of Music)

In addition to the National Curriculum, Wider Opportunities can fulfil many aspects of the FMS Common Approach. These areas are outlined below. Full details of the Common Approach may be found via www.federationmusic.org.uk

COMMON APPROACH – BASIC FRAMEWORK	
A - Listening and Internalising <ul style="list-style-type: none">1. Listening to music in and out of lessons2. Having clear aural perception of music3. Recognising musical elements4. Recognising structures5. Making links between sound and symbols	D – Playing Music <ul style="list-style-type: none">1. Playing by ear2. Repeating musical patterns3. Playing in a variety of styles4. Memorising5. Reading and playing at sight
B – Making and Controlling Musical Sounds <ul style="list-style-type: none">1. Posture, grip and freedom of movement2. Embouchure3. Breathing4. Tone quality and intonation5. Articulation and co-ordination	E – Playing Music with Others <ul style="list-style-type: none">1. Listening, watching, responding and reading2. Contributing to collective decisions
C – Creating, developing and interpreting <ul style="list-style-type: none">1. Improvise expressively2. Applying instrumental skills in composing3. Interpreting music and developing a personal response	F – Performing and communicating <ul style="list-style-type: none">1. Interpreting and communicating the character of the music2. Evaluating their performance and making Improvements