



**In Harmony Musicianship Curriculum for KS2 2024**

		Year 3	Year 4	Year 5	Year 6
<b>Strands of Learning</b>	<b>Pitch and Singing</b>	<ul style="list-style-type: none"> <li>• Begin to sing and play a range of repertoire in unison, rounds and using an ostinato</li> <li>• Demonstrate an understanding of solfa sounds and hand signs; understand that d can move; low so low octave</li> <li>• Consolidating major scale solfa</li> <li>• Experience and recognise minor tonality</li> <li>• Develop awareness of semitone steps</li> <li>• Sight-sing stepwise melodies from a stave</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently sing and play a range of repertoire in unison, rounds and using an ostinato</li> <li>• Demonstrate a strong understanding of solfa sounds and hand signs; understand that d can move, low so low octave</li> <li>• Sing and play pieces in natural minor keys</li> <li>• Sing natural minor solfa scale starting on la</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and play repertoire that has multiple parts and more complex contrapuntal features</li> <li>• Develop the ability to play a simple rhythmic accompaniment part as well as the melody</li> <li>• Develop confidence in natural minor keys and begin an awareness of melodic and harmonic minor</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently sing and play repertoire that has multiple parts and more complex contrapuntal features</li> <li>• Explore and understand harmonic and melodic minors, and have an awareness of modes</li> <li>• Independently find connections between ensemble repertoire and musical concepts</li> </ul>
	<b>Pulse, Beat, and Rhythm</b>	<ul style="list-style-type: none"> <li>• Conduct and identify 2, 3 and 4 time. Identify strong beat of bar</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently conduct and identify 2, 3 and 4 time. Identify strong beat of bar</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct and identify 2, 3 and 4 and 6/8 time. Identify strong beat of bar</li> <li>• Awareness of subdivided beats</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to follow a sub-divided beat</li> <li>• Play more complicated rhythms</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidently interpret a range of simple rhythm patterns to clap and on play on an instrument</li> <li>• ABRSM Aural Grade 1</li> <li>• Begin to have an awareness of more complex and irregular time signatures</li> </ul>	<ul style="list-style-type: none"> <li>• Able to maintain strong beat and consistent sense of tempo in singing and on an instrument</li> <li>• Develop an awareness of more complex rhythmic concepts, including polyrhythms, syncopation, and anacrusis</li> </ul>	<ul style="list-style-type: none"> <li>• Play, sing, and understand more complex time signatures such as 12/8</li> </ul>	<ul style="list-style-type: none"> <li>• Explore music in irregular time signatures with time signature changes</li> </ul>
<b>Listening, Imagination, and Movement</b>	<ul style="list-style-type: none"> <li>• Be able to identify a variety of styles and genres of music</li> <li>• Demonstrate understanding of inner hearing and aural memory</li> <li>• Recognise and name simple phrase structures and patterns</li> <li>• Improvise on an instrument using rhythm and core major key notes</li> </ul>	<ul style="list-style-type: none"> <li>• Can improvise with increased confidence and intention; maintaining a strong beat and an awareness of tonality and style</li> <li>• Can compose a short melody for their own instrument and notate on the staff, with the use of answering phrase or motif</li> </ul>	<ul style="list-style-type: none"> <li>• Can improvise within a melody and with specific parameters, fitting in with a structure and a key maintaining a sense of tonality and style</li> <li>• Can compose a melody for their own and other instruments and notate on the staff with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Have an awareness of ornamentation and variation within appropriate styles</li> <li>• Ability to reflect on work as part of a group</li> <li>• Create, improvise, and compose music both as part of a group and individually</li> <li>• Improvise using movement and dance</li> </ul>
<b>Reading Musical Notation</b>	<ul style="list-style-type: none"> <li>• Read a range of rhythm patterns confidently and play on an instrument</li> <li>• Read reference pitches in home clef, for example open</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and notate on a staff and follow stepwise changes in pitch, referring to letter names or finger numbers</li> <li>• Understanding of the elements of notated</li> </ul>	<ul style="list-style-type: none"> <li>• Become confident in reading pitch on our home clef for each instrument</li> <li>• Awareness of accidentals</li> <li>• Identify the clef signs for other instruments</li> <li>• Confident in sight reading simple rhythms and able to</li> </ul>	<ul style="list-style-type: none"> <li>• Strong understanding of reading pitch and rhythm on our own instrument's clef</li> <li>• Able to identify simple key signatures; understand and interpret accidentals</li> <li>• Understand further</li> </ul>



		<p>strings on a string instrument</p> <ul style="list-style-type: none"> <li>• Begin to read and understand scale patterns and octaves</li> <li>• Begin to be able to read pitch on our home clef for each instrument</li> </ul>	<p>music – clef, time signature, barlines, key signature</p> <ul style="list-style-type: none"> <li>• Recognising slurs and dynamic markings – ff, f, mf, mp, p, pp</li> <li>• Gain more confidence in sight reading simple rhythms</li> <li>• Awareness of other clefs</li> <li>• Awareness of key signature</li> </ul>	<p>attempt reading more complex rhythmic concepts</p> <ul style="list-style-type: none"> <li>• Have an awareness of longer notes that last more than one bow and hemiolas in the context of simple homophonic music</li> <li>• Simple dictation</li> </ul>	<p>elements of notated music such as tempo markings, more complex directions; for example 1st and 2nd time bars, different value rests, tied notes and pauses</p> <ul style="list-style-type: none"> <li>• To be able to read notes with low and high ledger lines</li> </ul>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

