



**Upper KS2 objectives**

**Date:**

Throughout their time in upper KS2, all children will learn to play the clarinet and perform to various audiences:

I can use and understand the staff and musical notation.

I can improvise music with my peers.

I can perform as a solo, in pairs and as part of an ensemble.

KS2	Objective (those in bold are the NC end of KS2 objectives)	Pupils working towards	Pupils working at	Pupils working beyond
	<p><u>Performing</u></p> <p>I can learn and perform songs for significant festivals (Harvest and Xmas) and sing in a different language.</p> <p>I can perform using my understanding of the meaning of the music to add expression.</p> <p>I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can learn and perform songs for significant festivals (Harvest and Xmas) and sing in a different language or harmonious parts.</p> <p>I can perform from notations – standard or my own symbols – with confidence and accuracy.</p> <p>I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo.</p> <p>I can take the lead in a performance (singing or playing).</p> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p>			
	<p><u>Composing</u></p> <p>I can use different dynamics to affect a change of the music.</p> <p>I can change sounds or re-organise them to change the effect of the music.</p> <p>I can compose music in response to different stimuli and begin to use standard notation to record it.</p> <p>I can understand and use pulse, including syncopation, in my compositions and improvisations.</p> <p>I can choose the most appropriate dynamic, e.g., tempo for a piece of music to give a desired effect.</p> <p>I can use repetitions, patterns, contrasts and variations in my own compositions to give structure.</p> <p>I can use the elements of music – timbre, rhythm, dynamics and pitch to good effect when composing my own music.</p> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>Use and understand staff and other musical notations.</b></p>			



Capenhurst CE Primary  
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	<p><b>Appraising</b></p> <p>I can explain how dynamics, timbre and pitch affect changes in music and the impact on the listener.</p> <p>I can listen to the music of the Liverpool Philharmonic Orchestra and compare/contrast the music of the different composers played.</p> <p>I can contrast the work of different composers and explain my preferences using musical terminology such as timbre, pitch, etc.</p> <p>I can refine and improve my own work and that of others through considered and constructive appraisal.</p> <p>I can analyse the different features within a piece of music, e.g., its structure, impact on the listener etc.</p> <p>I can evaluate how the venue, occasion and purpose affect how music is created.</p> <p>I can identify the work of different composers and being to understand their place in the history of music.</p> <p>I can begin to understand how music has changed over time and how it can reflect and/or influence people of the time.</p> <p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>Develop an understanding of the history of music.</b></p>			
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