

SOW Information

This section is hopefully useful for more formal lesson planning, if needed in your setting.

KS2 National Curriculum Outline

[Click here ►](#) for link

Key Stage 2 pupils should be taught to:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Differentiation

This SOW is broad and aims to appeal to many different schools. As such there might be aspects that are too easy, or some that are too hard for your students. Feel free to swap and change as appropriate, adding and/or subtracting details to fit.

At the end of each task there are ideas on how to increase support and to extend the most able. These are ideas to help make the SOW accessible to all. Many of the activities outlined can be used for all the pieces in the programme, so if your class responds really well to one task, consider reusing it for a different piece in later lessons.

There is also a section on music theory which can be used to help extend more able pupils as well as providing scaffolded support for those who are accessing music education for the first time.

The Prevent Duty and British Values (BV)

The Prevent Duty

According to Ofsted, fundamental British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Applying British Values to Music

Rule of Law	<ul style="list-style-type: none"> Studying the historical context of set works and appreciating how the law of different cultures has changed from the past to the present day Separating fact from opinion when analysing music and critiquing live and/or recorded performances and compositions Understand intellectual property rights with regard to recording public performances and artistic license
Democracy	<ul style="list-style-type: none"> Civil liberties are discussed as a context for musical understanding The discussions surrounding music from different cultures allow teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour with the student
Individual Liberty	<ul style="list-style-type: none"> Performance and composition tasks through the key stages all for individual freedom in choice or repertoire, style of performance and the composition process Group work is often encouraged for performance at KS2, with pupils choosing which roles they take within the ensemble
Tolerance and Mutual Respect	<ul style="list-style-type: none"> Music is a broad subject with a rich cultural history which involves performances, compositions and musical analysis from a diverse range of people Pupils are immersed in a world of giving and accepting positive feedback (WWW – What Went Well) and listening to constructive feedback (EBI – Even Better If) for a wide variety of musical topics, including performance and composition. This promotes mutual respect, a positive learning environment, and tolerance for others Analysis of set works involves discussion of historical context, perhaps including studying music from different cultures, historical periods and gaining an appreciation on how the situation surrounding performance might have influenced the writing
Challenging Extremism	<ul style="list-style-type: none"> Pupils are encouraged to think critically, considering if the information they have is full and accurate, and how they know this. This is particularly evident in group discussions, feedback and responses to given stimuli Pupils are actively supported to consider alternative view points and interpretations, including if historical sources (especially in older age groups) have bias and why this might be