

<p>Reception-spring</p>	<p>Spring 1 -Percussion <u>Communication and Language</u> -Know the importance listening to the beat. -Know what an instructions are. -Know how to talk about the music I have heard or made.</p> <p><u>Expressive Arts and Design</u> -Know that a percussion instrument is untuned. -Know that there are many different percussion instruments. -Know the features of a range of percussion instruments</p> <p><u>Physical Development</u> -Know how to play a range of percussion instruments. - Know percussion instruments make different sounds. -Know how to follow a simple modelled beat.</p> <p>Spring 2 -Singing <u>Communication and Language</u> -Know a range of dinosaur songs. -Know what a voice is. -Know that they need to give full attention when listening to music. -Know how to talk about the music I have heard or made.</p> <p><u>Expressive Arts and Design</u> -Know that sign language is a way to communicate if deaf. -Know that deaf people can make music too.</p> <p><u>Physical Development</u> -Know that to replicate is to make movements that have been modelled.</p>	<p>Spring 1 -Percussion <u>Communication and Language</u> -Listen to carefully to a range of beats. -Respond to direct instructions from the teacher/teachers when practising and performing with percussion instruments.</p> <p><u>Expressive Arts and Design</u> -Explore a small range of percussion instrument – tambourine, maracas, triangle, wood block -Identify how to use a range of percussion instruments - tambourine, maracas, triangle, wood block -Accompany simple songs with a percussion instrument whilst singing.</p> <p><u>Physical Development</u> -Understand some percussion instruments are shook, hit and tapped.</p> <p>Spring 2 -Singing <u>Communication and Language</u> -Listen to a singer and how the singer changes their voice. -Matching their voice to a singer’s voice -Listen to a range of dinosaur songs</p> <p><u>Expressive Arts and Design</u> - Watch a sign language video about dinosaurs.</p> <p><u>Physical Development</u> -Replicate movements to use their bodies make a song using sign language</p>	<p>-Dance -Rhyme -Listen -Percussion -Tambourine -Maracas -Triangle -Wood block -Shake -Hit -Tap -Voice Sign language</p>	<ul style="list-style-type: none"> • Music express – do you see dinosaurs • dinosaur parade • T- Rex • I am the leader of our band • I can play my instrument yes I can • Who is that making music
<p>Reception summer</p>	<p>Summer 1-percussion instruments <u>Communication and Language</u> -Know the meaning of soft and loud. -Know the meaning of fast and slow. -Know what a syllable is.</p> <p><u>Expressive Arts and Design</u> -Know that percussion instruments are not tuned. -Know how different percussion instruments may be played in different ways. -Know how to create my own beat.</p> <p><u>Physical Development</u> -Know that to replicate is to copy.</p>	<p>Summer 1-percussion instruments <u>Communication and Language</u> -Recap previous learning on percussion instruments -Explore a range of new percussion instruments such as – cabasa, castanets, claves, guiros -Introduce children to basic soundscapes and how they can play their instruments to reflect a beach, storm or park. -Introduce a range of word rhythms cantered around – food and their name. -Discuss the use of syllables within the rhythms</p> <p><u>Expressive Arts and Design</u> - Create their own beats and rhymes -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills</p> <p><u>Physical Development</u> -Identify the different ways in which the instruments can be played. -Explore how to manipulate an instrument to play loud, soft, fast and slow.</p>	<p>Sound. instrument, rhythm, music, repeat, maracas, tambourine, tambour, shakers. cabasa, castanets, claves. guiros, loud, soft, fast, slow -Syllables -Rhythms -Soundscape -Word rhythms</p>	<ul style="list-style-type: none"> • Range of percussion instruments • maraca’s, • tambourine, • tambou • shakers • Cabasa • Castanets • Claves • guiros • Apps –e.g Garage Band

<p>Y1- autumn</p>	<p><u>Singing</u> -Know that the voice can be used to make different sounds.</p> <p><u>Listening</u> -Know that sounds can be high and low.</p> <p><u>Composing</u> -Know that the voice can make high and low sounds. -Know that a sequence of sounds can create a story.</p> <p><u>Musicianship</u> -Know the meaning of the word ‘beat’.</p>	<p><u>Singing</u> -Sing songs chants and rhymes from memory. -Explore sounds that can be made with the mouth/ voice (high/low, loud/quiete). -To sing simple songs (mi-so), controlling vocal pitch and to match the pitch they hear with accuracy. -Respond to simple direction (stop, start, loud, quiet and counting in). -Sing familiar songs in low and high voices and talk about the difference in sound. -Sing call and response song (Kye, Kye Kule).</p> <p><u>Listening</u> -Identify high and low pitches. -Listen to sounds in the park comparing high and low sounds. -Use body movements to respond to songs representing high and low pitch (e.g crouching for low sounds).</p> <p><u>Composing</u> -Create musical sound effects using the voice. Add vocal sounds to represent different playground equipment to gaps in a song (Playing at the Park). -Create a sequence of animal sounds.</p> <p><u>Musicianship</u> -Walk, move or clap to a steady beat. -Explore percussion sounds to enhance storytelling for a weather scene.</p>	<p>Sing, high and low, fast and slow, loud and quiet, beat</p>	<p>-Music Express – Units 1 Ourselves, Unit 3 Animals, Unit 4 Weather</p> <p>-Songs: Boom Chicka Boom; Kye,Kye Kule</p> <p>-Nativity performance.</p>
<p>Y1- spring</p>	<p><u>Singing</u> -Know that the voice can make higher and lower sounds.</p> <p><u>Listening</u> -Know that notes can be long or short. -Listen to Rondo all Turca by Mozart and Mars from the Planets.</p> <p><u>Composing</u> -Know the meaning of the word rhythm. -Know that rhythms can be sequenced.</p> <p><u>Musicianship</u> -Know the meaning of the word ‘beat’.</p>	<p><u>Singing</u> -To sing simple songs, controlling vocal pitch and to match the pitch they hear with accuracy (Professor Brain’s Amazing Machines).</p> <p><u>Listening</u> -Identify sounds heard in different seasons. -Identify long and short notes. -Identify that pitch can get higher and lower. -Identify loud and soft sounds.</p> <p><u>Composing</u> -Create a sequence of rhythmic patterns (using word rhythms) using untuned percussion instruments. -Learn the names of a tambourine, triangle, guiro, claves, maracas, castanets and a wood block. -Retain and recall rhythmic patterns and perform to others.</p> <p><u>Musicianship</u> -Use body percussion and percussion instruments to clap and tap a steady beat. -Perform short copycat rhythmic patterns using voices, body percussion and percussion instruments. -Retain rhythmic patterns and perform these for others. -Follow pictures and symbols to guide singing (e.g dots getting louder to show louder sounds, 4 dots to show 4 sounds).</p>	<p>Sing, beat, rhythm. body percussion, percussion, triangle, tambour, wood block, guiro, loud, soft, higher and lower, pitch</p>	<p>Music Express -Unit 5 Machines, Unit 6 Seasons Unit 8 Patterns</p> <p>Listen to: Rondo alla Turca by Mozart and Mars from the Planets by Holst.</p>

<p>Year 1- summer</p>	<p><u>Singing</u> Know that pitch describes how high and low a sound is.</p> <p><u>Listening</u> -Know that notes can be long or short. -Listen to Carnival of the Animals by Saint-Saens (Elephant, Bird, Tortoise).</p> <p><u>Composing</u> -Know the meaning of the word rhythm. Know that rhythms can be sequenced. -Know that a glockenspiel is a tuned percussion instrument.</p> <p><u>Musicianship</u> -Know the meaning of the word ‘beat’.</p>	<p><u>Singing</u> -To sing simple songs, controlling vocal pitch and to match the pitch they hear with accuracy (Do as I’m Doing).</p> <p><u>Listening</u> -Listen to Elephant, Bird and Tortoise from Carnival of the animals identifying high and low pitch and different pulse. -Identify which animal is being represented using musical clues (high, low, fast, slow).</p> <p><u>Composing</u> -Invent, retain and recall rhythmic patterns (using word pattern chants). - Create a waves composition on tuned percussion to create a soundscape (e.g ascending glockenspiel notes for the wave). -Create a graphic score for percussion instruments (Carnival of the Animals - using our voices and percussion instruments to create the sounds animals make in a soundscape).</p> <p><u>Musicianship</u> -explore and invent own symbols to show rhythms (e.g dots, lines and dashes).</p>	<p>Rhythm, pitch pulse, percussion, body percussion, glockenspiel.</p>	<p>Songs Answer the Call and Do as I’m Doing (Music Express warm up). Planned lessons on graphic scores linked to carnival of the Animals by Saint-Saens.</p> <p>Music Express: Unit 12 Water.</p>
<p>Year 2 -autumn</p>	<p><u>Singing</u> Know that the voice can make different volumes of sound.</p> <p><u>Listening</u> -Know that the volume of sounds is called dynamics. -Know that tempo means how fast or slow music is.</p> <p><u>Composing</u> -Know that the voice can make high and low sounds.</p> <p><u>Musicianship</u> -Know what call and response songs are. -Know what performance skills are (standing still, looking at audience). -Know the meaning of the word beat (a steady beat that does not change).</p>	<p><u>Singing</u> -Sing songs regularly with a pitch range of do-so with increasing volume control. -Respond to the leaders directions to change dynamics. -Sing songs with a small pitch range, pitching accurately (If You’re Feeling Blue) (Rain, Rain Go Away) -Sing call and response song (John Kanaka)</p> <p><u>Listening</u> -Identify that pitch can go higher and lower and respond independently with pitch hands. -Identify that sounds can be loud or soft. -Identify that music can be fast and slow. -Identify 4 beats in music and identify which beats are louder.</p> <p><u>Composing</u> -Create and notate vocal sounds using dots at different heights on the page to show pitch.</p> <p><u>Musicianship</u> -Use body percussion in the call and response song altering the tempo. -Performance of John Kanaka. -Move to a steady beat at 3 different speeds.</p>	<p>Dynamics - Loud, soft Tempo – fast, slow Pitch – high and low Beat</p>	<p>-Music express – unit 1 Ourselves, unit 2 Toys, unit 4 Our Bodies</p>

<p>Year 2 -spring</p>	<p><u>Singing</u> -Know how the voice can be controlled change dynamics (quieter or louder sounds).</p> <p><u>Listening</u> -Listen to Bolero by Ravel and Night Ferry by Anna Clyne. -Listen to Night on a Bare Mountain by Mussorgsky.</p> <p><u>Composing</u> -Know that notes can be long or short. -Know what question and answer phrases are. -Know what graphic symbols are. -Know what dot notation is (pitch).</p> <p><u>Musicianship</u> -Know the meaning of the word beat.</p>	<p><u>Singing</u> -Sing songs with mi-so (cuckoo interval) (Nosy Dog). -Sing short phrases independently within a singing game or short song (Round the seasons).</p> <p><u>Listening</u> -Identify high and low sounds (pitch) using a pitch line graph. -Listen to popular songs and respond by tapping steady beat in 2 (Rondo Alla Turca Mozart), 3 (Bolero by Ravel) and 4 (Night on a Bare Mountain by Mussorgsky).</p> <p><u>Composing</u> -Invent pitch sounds with voices and on tuned percussion. -Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. -Learn the names of a glockenspiel, xylophone and chimes. -Invent rhythms for others to copy on untuned percussion. -Be able to recognise and use graphic symbols and 3-note dot notation to compose music for a spooky scene on tuned and untuned percussion instruments</p> <p><u>Musicianship</u> -Be able to follow pitch lines with fingers. -Play copycat rhythms, copying a leader (in pairs or as a class). -Use body percussion to tap steady beat along to Bolero and discuss number of beats.</p>	<p>-Beat -Pitch – high and low -Rhythm – long and short -Graphic symbols -3-note dot notation</p>	<p>-Music Express – unit 5 Animals, unit 6 Number, unit 7 Storytime, unit 8 Seasons</p>
<p>Year 2 -summer</p>	<p><u>Listening</u> -Know the meaning of the word ostinato. -Listen to Winter from the Four Seasons by Vivaldi.</p> <p><u>Composing</u> -Know the meaning of the word rhythm -Know what a rhythm is. -Know stick notation for crochets and quavers.</p> <p><u>Musicianship</u> -Know what a word rhythm is. -Know what a crochet, quaver and crochet rest are.</p>	<p><u>Listening</u> -Identify what rhythm is being clapped (crochet and quavers in 4 beat using words to accompany stick notation). -Identify what an ostinato is in a clapped pattern. -Describe how music depicts the weather.</p> <p><u>Composing</u> -Create rhythms using word phrases as a starting point. -Create and perform their own chanted rhythm patterns with stick notation.</p> <p><u>Musicianship</u> -Reading and responding to chanted rhythm patterns. -Be able to repeat word rhythms as an ostinato. -Transfer word rhythms onto untuned percussion instruments. -Be able to represent word rhythms with stick notation including crochets, quavers and crochet rests.</p>	<p>-Word rhythms -Ostinato -Crotchets -Quavers -Crochet rests</p>	<p>-Music Express – unit 9 Weather, unit 10 Pattern, unit 11 Water</p>
<p>Year 3 -autumn</p>	<p><u>Singing</u> -Know some health benefits of singing. -Know singing in unison is when everybody sings the same thing. -Know the meaning of piano and forte.</p> <p><u>Listening</u> -Know what an ostinato. -Listen to Bolero by Ravel. -Identify oboe, bass and snare drum within a piece of music.</p> <p><u>Composing</u> -Know the location D,E, F or F, G,, A on a glockenspiel. -Know how to play crochets and quavers in 4 beat bars.</p>	<p><u>Singing</u> -Sing a widening range of songs in unison with a pitch range of do-so (Hard Hat Zone), tunefully and with expression. -Perform piano and forte when singing showing control of the voice.</p> <p><u>Listening</u> -Be able to identify ostini throughout Bolero by Ravel (Bass and snare drum). -Identify loud and soft dynamics. -Identify different instruments playing in Bolero (Oboe, bass snare drum).</p> <p><u>Composing</u> -Compose music in response to different stimuli eg, a poem. -In pairs create a 2 bar question and answer phrase using crochets and quavers and a note range of 3 notes on glockenspiels. -Invent short ‘on the spot’ responses using a limited note range (3 notes)</p>	<p>-Ostinato -Dynamics: piano, forte -Question and answer phrases. -Tempo: fast, slow</p>	<p>-Music Express Unit 1 Environments, unit 3 Sounds, unit 4 Poetry phrases</p>

	<p><u>Performing</u></p> <ul style="list-style-type: none"> -Know how to hold a beater to play a glockenspiel. -Know how to play crochets and quavers. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> -Perform an ostinato on tuned percussion using crochets, quaver and a range of 3 notes. -Apply word chants to rhythms, understanding how to link each syllable to one musical note. 		
<p>Year 3 -spring</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Know the notes can be sung at different pitches high, middle, low). <p><u>Listening</u></p> <ul style="list-style-type: none"> -Listen to a medieval song called O Beata Infanta. -Know what high and low notes are. -Know that pitch moves in step or leaps. <p><u>Composing</u></p> <ul style="list-style-type: none"> -Know what notes do-me are -Know what improvisation is. -Know that a layered texture has more than one part/ sound that are build up on top of each other. <p><u>Performing</u></p> <ul style="list-style-type: none"> -Know that dot notation can be used to show higher and lower pitch on a stave. -Know what a stave is. -Know what the lines and spaces are on a stave. -Know what a treble clef is. -Know the meaning of adagio (slow) and allegro (fast). 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Sing songs whilst performing actions confidently and in time. -Sing songs with a range of do-so. -Identify whether a note is a high, middle or low sound. -Identify whether notes stay the same, move by step or leap. <p><u>Listening</u></p> <ul style="list-style-type: none"> -Identify high and low notes. -Identify 3 pitch notes. <p><u>Composer</u></p> <ul style="list-style-type: none"> -Identify and sing 3 notes from high to low -Improvise singing do-me through pitch games in partners -Use 3 notes to improvise rhythm and melody over a drone to create a layered texture. <p><u>Performing</u></p> <ul style="list-style-type: none"> -Match dot notation pictures (3 notes) to a melody payed on a glockenspiel, identifying changes in pitch (high, middle and low pitched notes). -Individually copy stepwise melodic phrases with accuracy at different speeds, allegro and adagio -Perform question and answer phrases using 3 notes. - Play a short melody on tuned percussion using C D E F reading the notes from a stave. -Play and perform melodies following staff notation using a small range (middle C-E) as a whole class or in small groups. 	<ul style="list-style-type: none"> -Pitch, dot notation -Tempo, allegro (fast) and adagio (slow) -Question and answer phrases -Stave, lines and spaces -Treble clef 	<ul style="list-style-type: none"> -Music Express unit 7 In the past, unit 9 Human Body, unit 10 Singing French

<p>Year 3 -summer</p>	<p><u>Singing</u> -Know the meaning of the word echo.</p> <p><u>Listening</u> -Listen to Jai Ho from Slumdog Millionaire -Listen to In the Hall of the Mountain King by Grieg. -Know what loud and quiet is. -Know what long and short notes are -Know what an ostinato is. -Know what an echo is. -Know that an orchestra is a group of instruments playing together and led by a conductor.</p> <p><u>Composing</u> -Know what an accompaniment is. -Know what improvisation is. -Know what word rhythms are. -Know what rising and falling phrases are. -Know what an echo is.</p> <p><u>Performing</u> -Know what crochets and paired quavers are. -Know what a drone is.</p>	<p><u>Singing</u> -Be able to sing songs with echo's -Identify singing notes that stay the same, move in step or leap -Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p><u>Listening</u> -Identify long and short notes and how that is achieved. -Identify an ostinato in music. -Identify echo's in music. -Be able to identify the following instruments in music: violin, trumpet, flute, tunes percussion (glockenspiel, xylophone).</p> <p><u>Composing</u> -Improvise some musical ideas using the notes D E F G A on tuned percussion in pairs using word rhythms -In pairs invent music for a partner to copy like an echo.</p> <p><u>Performing</u> -Perform songs with tuned percussion and untuned percussion. -Play ostinati on untuned percussion as part of an accompaniment to a song (The story of Theseus).</p>	<p>-Loud (forte) and quiet (piano) -Ostinato -Accompaniment -Echo -Word rhythms -Crotchets, paired quavers -Drone -Rising and falling phrases -Steady beat -Tempo -Orchestra -Conductor</p>	<p>-Music Express – unit 11 Ancient Worlds, unit 12 Food and Drink</p>
<p>Year 4 -autumn</p>	<p><u>Singing</u> -Know what unison singing is.</p> <p><u>Listening</u> -Listen to Symphony no.5 by Beethoven. -Listen to Vivaldi's The Four Seasons.</p> <p><u>Composing</u> -Know the notes in the pentatonic scale. -Know what a chord is.</p>	<p><u>Singing</u> -Sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrecendo). -Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (Music Express: unit 3 Sounds). -Copy using voices short melodic phrases including those using the pentatonic scale (eg, C D E G A).</p> <p><u>Listening</u> -Identify the difference between major (Spring Vivaldi) and minor chords (Beethoven's no. 5 and Winter Vivaldi). -Identify how the composer has depicted the seasons using instruments, different keys, tempo and dynamics.</p> <p><u>Composing</u> -Explore developing knowledge of musical components by composing music to create a specific mood, eg. music to show the seasons. -Begin to make compositional decisions about the overall structure of improvisations. -Compose a short piece to represent the seasons on glockenspiels. -Use improvisations and create an ostinato choosing if/ how to record this.</p> <p><u>Performing</u> -Perform a range of songs in school assemblies.</p>	<p>-Louder – crescendo, quieter – decrescendo -Unison -Pentatonic -Major, minor -Chords</p>	<p>-Music Express – year 3 unit 5 China, year 4 unit 2 Environment, unit 2 Sounds</p>

<p>Year 4- spring</p>	<p><u>Listening</u> -Know what a pentatonic scale is. -Listen to Bhabiyee Akh Larr Gayee by Bhujhangy Group. -Listen to Take the 'A'train by Billy Strayhorn/Duke Ellington Orchestra -Listen to Wonderwall by Oasis.</p> <p><u>Composing</u> -Know what improvising is.</p> <p><u>Performing</u> -Know what pitch notation is. -Know what pentatonic is. -Know what metre is/</p>	<p><u>Singing</u> -Sing the song me Tarzan, you Jane in 2 parts as a round holding their own part. -Learn the song What's the Metre?</p> <p><u>Listening</u> -Identify what a pentatonic scale is (5 notes CDEGA). -Be able to identify the following instruments in music: cello, trombone, bassoon, clarinet, timpani (kettle drums). -Discuss why these instruments are grouped into their respective families. -Identify songs in 2, 3 and 4 time.</p> <p><u>Composing</u> -Improvise on using the pentatonic scale, link to rhythms including crochets and quavers.</p> <p><u>Performing</u> -Perform the song Me Tarzan, You Jane in 2 parts as a round (Music Express – unit 6 Around the world). -Read and perform pitch notation within a defined range (C-G) or pentatonic range (C D E G A) on tuned percussion including crochets and quavers. -Play and perform melodies following staff notation using a small range (eg. middle C-G) as a whole class or in small groups. -Be able to tap the metre in 2, 3 or 4 by tapping strong beat on knees and the weaker beats in palm of other hand.</p>	<p>-Round -Pitch notation -Pentatonic -Improvisation -Metre -Strings -Woodwind -Brass -Percussion</p>	<ul style="list-style-type: none"> • Music Express - unit 6 Around the world, • Year 3 Unit 6 Time
<p>Year 4 -summer</p>	<p><u>Listening</u> -Listen to Let's Dance by Chris Montez.</p> <p><u>Composing</u> -Know what staff notation is. -Know what minims, crochets, paired quavers and rests are. -Know what a bar is. -Know what a 2, 3 and 4 beat phrase is.</p> <p><u>Performing</u> -Know what an ostinato is.</p>	<p><u>Listening</u> - Identify the metre and identify strong beats.</p> <p><u>Composing</u> -Combine rhythmic notation with letter names to create short pentatonic phrases using a limited range of pitches on tuned percussion. -Sing and play these phrases as self-standing compositions. -Arrange individual notation cards of known values (eg. minim, crochet, crochet rest and paired quavers) to create sequences of 2, 3 or 4 beat phrases, arranged into bars. -Capture and record a 4 bar melody ideas using staff notation.</p> <p><u>Performing</u> -Introduce and understand the differences between minims, crochets, paired quavers and rests. -Perform ostinati individually then layered. -Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>-Ostinato -Minims, crochets, paired quavers, rests -Staff notation -Static and moving parts</p>	<p>-Music Express unit 9 Communication, unit 10 Time</p>

<p>Year 5 -autumn</p>	<p><u>Singing</u> -Know what partner songs are. -Know what a verse and chorus is.</p> <p><u>Listening</u> -Listen to The English Folk song Suite by Vaughan Williams. -Listen to Jupiter by Holst</p> <p><u>Composing</u></p> <p><u>Performing</u> -Know what a melody is. -Know what an octave is.</p>	<p><u>Singing</u> -Sing Drunken Sailor and Oh Sinner Man as partner songs, keeping their own part. -Perform space songs in school assemblies and in school performance opportunities.</p> <p><u>Listening</u> -Be able to identify instruments playing the melody in The English Folk Song Suite. -Be able to identify the following instruments in music: viola, double bass, oboe, tuba, saxophone, cymbals. -Discuss why these instruments are grouped into their respective families</p> <p><u>Composing</u> -Improvise freely over a drone, developing sense of shape and character, using melodic instruments. -Capture and record a 4 beat rhythm using rhythmic notation and time signatures, staff notation and technology.</p> <p><u>Performing</u> -Play melodies on melodic instruments or keyboards, following staff notation written on one stave and using notes within middle C-C range (octave). -Understand the differences between 2/4, 3/4, and 4/4 time signatures.</p>	<p>-Partner songs -Verse and chorus -Major and minor -Chordal accompaniment -Graphic symbols -Rhythm notation -Staff notation -Melody -Octave</p>	<p>-Row, row, row your boat -Music Express unit 2 Solar System.</p>
<p>Year 5 -spring</p>	<p><u>Singing</u> -Know what three-part songs are.</p> <p><u>Listening</u> -Listen to Symphonic Variations on an African Air by Coleridge-Taylor.</p> <p><u>Composing</u> -Know that playing notes next to each other in the scale create a satisfying melodic shape.</p> <p><u>Performing</u> -Know what an accompaniment is. -Know what chords are. -Know the differences between semibreves, minims, crochets and crochet rests, paired quavers and semiquavers.</p>	<p><u>Singing</u> -Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p><u>Listening</u> -Identify key features of the piece.</p> <p><u>Composing</u> -Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p><u>Performing</u> -Read and understand stave notation playing it on the cello (semibreves, minims, crochets and crochet rests, paired quavers).</p>	<p>-Three-part rounds -Improvise -Fortissimo, pianissimo, mezzo forte, mezzo piano -Ternary form -Chords -Triad -Accompaniment -Semibreves, minims, crochets and rests, paired quavers and semiquavers</p>	<p>-Music Express unit 3 Life Cycles</p>
<p>Year 5 Summer</p>	<p><u>Singing</u> -Know how an octave leap sounds.</p> <p><u>Listening</u> -Songs by the 2Cellos and the Piano Guys.</p> <p><u>Performing</u> -Know what an orchestra and the families of instruments within the orchestra. -Know what playing by ear is.</p>	<p><u>Singing</u> -Sing 'Si, Si, Si' and Groovy Grandma in preparation for upbeat concert.</p> <p><u>Listening</u> -Learn that many songs can be played on the cello and that it is a versatile instrument.</p> <p><u>Performing</u> -Perform a range of repertoire pieces and arrangements on the cello, as a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. -Read and perform pitch notation within an octave. -Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>-Chords -Songs in 3 parts</p>	<p>-Music Express unit 5 At the Movies</p>

<p>Year 6 -autumn</p>	<p><u>Singing</u> -Know what syncopation is. -Know what phrasing is and appropriate style. -Know the song <i>Be the change</i> from Singup.</p> <p><u>Listening</u> -Listen to 1812 Overture by Tchaikovsky -Know which features of 1812 make it romantic</p> <p><u>Composing</u> -Know what a melodic phrase is. -Know what the pentatonic scale is/</p> <p><u>Performing</u> -Know performance skills to perform in class assembly. -Know what the dynamics <i>pp</i>, <i>ff</i>, <i>mf</i> and <i>mp</i> are. -Know what block chords and bass line are.</p>	<p><u>Singing</u> -Sing a broad range of songs, including those that involve <i>syncopated</i> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. -Learn the song <i>Be the change</i> from Singup.</p> <p><u>Listening</u> -Be able to identify that 1812 by Tchaikovsky is from the romantic period (rises and falls in dynamics, rubato – playing with the tempo rather than steady, expressionism – composer describes canon shots with music and shows distraught mood of Russian people). -Be able to identify a range of orchestral instruments throughout 1812 and their role in the piece (melody, harmony, bass, sound effects – percussion). -Discuss why these instruments are grouped into their respective families.</p> <p><u>Composing</u> -Plan and compose an 8-16 beat melodic phrase using the pentatonic scale (C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p><u>Improvisation</u> -Create music with multiple sections that include repetition and contrast.</p> <p><u>Performing</u> -Class assembly to parents/carers. -Play a melody following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>pp</i>). -Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. -Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (4 chord songs C G Am F, Rise up by Andra Day, I'm yours by Jason Mraz). -Understand the verse, chorus structure of famous pop songs (Bon Jovi -Living on a Prayer).</p>	<p>-Syncopation -Ensemble -Rhythm -Phrasing -Melodic phrase -Pentatonic -Dynamics <i>ff</i>, <i>pp</i>, <i>mf</i>, <i>mp</i> -Block chords -Bass line -Melody -Harmony -Chord</p>	<p>-Music Express - unit 1 World unite</p>
<p>Year 6 -spring</p>	<p><u>Singing</u> -Know what three- and four-part rounds are.</p> <p><u>Listening</u> -Listen to Libertango by Piazzolla.</p> <p><u>Composing</u> -Know what G major and E minor are.</p> <p><u>Improvisation</u> -Know what chords are.</p> <p><u>Performing</u> -Know what ensemble playing is. -Know what semibreves, minims, crochets, quavers, semiquavers and rests are.</p>	<p><u>Singing</u> -Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p><u>Listening</u> -Be able to identify that Libertango is a tango and describe the features of it (heavy use of tango rhythm, sudden changes in dynamics, uses of slides; glissandi and often use of staccato).</p> <p><u>Composing</u> -Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. -Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p><u>Improvisation</u> -Use chords changes as part of an improvised sequence.</p> <p><u>Performing</u> -Engage with others through ensemble playing (eg. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be the chords or a single-note bass line. -Further understand the differences between semibreves, minims, crochets, quavers and semiquavers and their equivalent rests. -Further develop the skills to read and perform pitch notation within an octave (C-C).</p>	<p>-Three- and four-part rounds -Tango -Glissandi -Staccato -Chords -G major -E minor -Ensemble -Semibreves, minims, crochets, quavers, semiquavers and rests -Pitch notation</p>	<p>-Music Express – unit 3 Growth</p>

<p>Year 6 -summer</p>	<p><u>Composing</u> -Know what ternary form is.</p> <p><u>Improvisation</u> -Know what improvisation over a fixed groove is.</p> <p><u>Performing</u> -Know performance skills to perform in production. -Know what rhythm notation cards are. -Know notation note durations. -Know what a four-bar phrase is.</p>	<p>Singing -Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p><u>Composing</u> -Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><u>Improvisation</u> -Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</p> <p><u>Performing</u> -Year 6 musical production. -Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. -Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>-Fixed groove Improvisation -Ternary form -Rhythm notation -Note durations -Four-bar phrase</p>	<p>-Music Express – unit 4 Roots</p>
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