

Reception

TERM	AUTUMN		SPRING		SUMMER	
	Term 1.1 – Me (Variety of Music styles) Term 1.2 - My Stories (Variety of Music styles)		Term 2.1 – Everyone (Variety of Music styles) Term 2.2 – Our World (Variety of Music styles)		Term 3.1 – Big Bear Funk (Funk) Term 3.2 – Reflect, Rewind & Replay (Variety of Music styles)	
National Curriculum coverage	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	
Lesson Objectives	<p align="center"><u>Me!</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song Things For Fingers</p> <p><u>Listen & Respond</u></p> <p>To explore high and low sounds.</p> <p><u>Explore & Create</u></p> <p>To copy basic rhythm patterns of single words & short</p>	<p align="center"><u>My Stories</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>The Grand Old Duke Of York Ring O’ Roses</p> <p>Hickory Dickory Dock Not Too Difficult</p> <p>The ABC Song</p> <p><u>Listen & Respond</u></p> <p>To begin to identify the pulse of the music.</p> <p><u>Explore & Create</u></p> <p>To find different ways to keep the pulse.</p>	<p align="center"><u>Everyone!</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>Wind The Bobbin Up Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p> <p><u>Listen & Respond</u></p> <p>To explore high pitch and low pitch in the context of the songs.</p> <p><u>Explore & Create</u></p>	<p align="center"><u>Our World</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p><u>Listen & Respond</u></p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p><u>Explore & Create</u></p> <p>To invent a pattern using one pitched note.</p> <p>To keep the pulse throughout with a single note.</p>	<p align="center"><u>Big Bear Funk</u></p> <p>Variety of musical styles</p> <p><u>Song that will be taught:</u> Big bear Funk</p> <p><u>Listen & Respond</u></p> <p>To learn that music can touch your feelings.</p> <p><u>Explore & Create</u></p> <p>To begin to create simple 2-note patterns to accompany the song.</p> <p>To add a 2-note melody to the rhythm of the words.</p> <p>To play with two pitched notes to invent musical patterns.</p> <p><u>Singing</u></p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p><u>Share & Perform</u></p> <p>To perform any of the nursery rhymes by singing and adding actions and dance.</p>	<p align="center"><u>Reflect, Rewind & Replay</u></p> <p>Variety of musical styles</p> <p><u>Composing</u></p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others’ compositions.</p> <p><u>Extended project:</u></p> <p>Making instruments that produce different dynamics.</p>

	<p>phrases from the songs.</p> <p><u>Singing</u></p> <p>To sing along with a pre- recorded song.</p> <p><u>Share & Perform</u></p> <p>To perform nursery rhymes by singing.</p>	<p><u>Singing</u></p> <p>To sing along with a pre-recorded song and add actions.</p> <p><u>Share & Perform</u></p> <p>To perform any of the nursery rhymes by singing and adding actions</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D & E.</p>	<p>To listen to high-pitched & low- pitched sounds on a glockenspiel.</p> <p>To explore high and low using voices and sounds of characters in the songs.</p> <p><u>Singing</u></p> <p>To sing along with the backing track.</p> <p><u>Share & Perform</u></p> <p>To perform nursery rhymes by singing and adding actions and dance.</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: D, E, G & A.</p>	<p><u>Singing</u></p> <p>To identify different sections of a song.</p> <p><u>Share & Perform</u></p> <p>To perform any of the nursery rhymes by singing and adding actions and dance.</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E, F, G & A.</p>	<p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E.</p>
--	---	--	--	--	--

Year 1						
TERM	AUTUMN Term 1.1 – Hey You (Old School Hip-Hop) Term 1.2 - Rhythm in The Way We Walk/ Banana Rap (Reggae)		SPRING Term 2.1 – In the groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) Term 2.2 – Round and Round (Bossa Nova)		SUMMER Term 3.1 – Your Imagination (Pop) Term 3.2 – Exploring Sound (Stories through sound-classical Peter wolf)	
National Curriculum coverage	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 	
Learning Objectives	<p align="center"><u>Hey You!</u></p> <p>Old School Hip-Hop</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the style of the music</p> <p>To identify the pulse of the music.</p> <p><u>Singing</u></p> <p>To learn to sing the song “Hey You!”</p> <p>To sing in time with the music</p> <p><u>Playing</u></p>	<p align="center"><u>Rhythm In The Way We Walk / Banana Rap</u></p> <p align="center">Reggae</p> <p align="center">Wind instrument: voice</p> <p><u>Listen & Respond</u></p> <p>To identify the style of the music</p> <p>To begin to recognise instruments I can hear in a song.</p> <p><u>Singing</u></p> <p>To sing the song: Rhythm In The Way We Walk.</p>	<p align="center"><u>In The Groove</u></p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the style of the music</p> <p>To move in different ways to the pulse.</p> <p><u>Singing</u></p> <p>To sing the song: In The Groove</p> <p>To sing in time with the music</p> <p><u>Playing</u></p>	<p align="center"><u>Round And Round</u></p> <p align="center">Bossa Nova</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To begin to identify voices I can hear in the song.</p> <p><u>Singing</u></p> <p>To sing the song: Round & Round</p> <p>To sing in time with the music</p> <p><u>Playing</u></p>	<p align="center"><u>Your Imagination</u></p> <p align="center">Pop</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the style of music</p> <p>To recognise instruments that are used in different songs.</p> <p><u>Singing</u></p> <p>To sing the song: Your Imagination.</p> <p>To sing in time with the music</p> <p><u>Playing</u></p> <p>To use 1 or 2 notes: C or C & G to play along with the song.</p>	<p align="center"><u>Exploring Sound</u></p> <p align="center">(Stories through sound-classical Peter wolf)</p> <p align="center"><u>Composing</u></p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others’ composition and say what I like about it.</p> <p>To state the purpose of their composition.</p>

	<p>To use 1 or 2 notes; C or C & G to play along with the song.</p> <p><u>Improvisation</u></p> <p>To create my own 4 beat rhythm using claps.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes C & D or C, D & E.</p>	<p>To sing in time with the music</p> <p>To rap the song: Banana Rap.</p> <p>To sing 'Banana Rap' with growing confidence</p> <p>.</p>	<p>To use 1 or 2 notes: C or C & D to play along with a song.</p> <p><u>Improvisation</u></p> <p>To improvise with claps.</p> <p><u>Composition</u></p> <p>To compose a simple melodic using simple rhythms choosing from the notes C & D or C, D & E.</p>	<p>To use up to 3 notes: D or D, F, C & D to play along with the song.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes D & E.</p>	<p><u>Improvisation</u></p> <p>Improvise with claps, and voice using notes C & D.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes C & D or C, D & E.</p>	<p>Extended project: making instruments that produce different timbres.</p>
--	--	--	--	---	---	--



Music medium term overview



Year 2					
TERM	AUTUMN Term 1.1 /Term 1.2- Recorder course 1	SPRING Term 2.1 – Hands, Feet, Heart (African pop) Term 2.2 – I wanna Play in a Band (Rock)		SUMMER Term 3.1-Friendship Song (Pop) Term 3.2 – Exploring Sound (Classical- Vivaldi)	
National Curriculum coverage	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 				
Learning Objectives	<p>Recorder Course Part 1 (Recorder suggested pathway)</p> <p>Wind instrument: recorder</p> <p>To hold the recorder correctly and stand in the correct position.</p> <p>To make a clear sound on the note B.</p> <p>To breathe at the correct time when playing.</p> <p>To explain what the word rhythm means and copy back different rhythms on the note B.</p> <p>To keep the pulse when playing the recorder.</p> <p>To identify and draw the time signature, bar lines, treble clef and note B on a score.</p> <p>To play the note A.</p>	<p>Hands, Feet, Heart</p> <p>Afropop, South African</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>Singing</p> <p>To sing the song: Hands, Feet, Heart</p> <p>To sing in time with the music</p> <p>Playing</p> <p>To use up to three notes – G or G, A & C to play with a song</p>	<p>I Wanna Play In A Band</p> <p>Rock</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To name instruments I can hear in the song</p> <p>Singing</p> <p>To sing the song: I Wanna Play in a Band</p> <p>To sing in time with the music</p> <p>Playing</p> <p>To use up to 3 notes; F or F, D & C to play along with the song</p>	<p>Friendship Song</p> <p>Pop</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To identify different movements, I can use to find the pulse of the music</p> <p>Singing</p> <p>To sing the song: Friendship Song</p> <p>To sing in time with the music</p> <p>To sing with confidence and clarity; accurately, fluently.</p>	<p>Exploring Sound</p> <p>Focus on texture</p> <p>Composition</p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others' compositions and give their opinion.</p> <p>To listen and adapt their own composition.</p> <p>To consider the purpose of their composition.</p>

		<p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes C & D</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms, choosing from the notes C & D or C, D & E.</p>	<p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes F and G</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms, choosing from the notes F & G or F, G & A.</p>	<p><u>Playing</u></p> <p>To play instruments using up to three notes – C or E and G.</p> <p><u>Improvisation</u></p> <p>To improvise with claps, voice and notes C, D.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms, choosing from the notes C & D or C, D or E.</p>	<p>To be able to state the purpose of their composition</p> <p>Extended project: making instruments that produces different textures.</p>
--	--	---	---	---	--

Year 3						
TERM Topic	AUTUMN Term 1.1 – Let Your Spirit Fly Term 1.2 – Mamma Mia		SPRING Term 2.1 – Three Little Birds (Reggae) Term 2.2 – The Dragon Song (Pop)		SUMMER Term 3.1 – Bringing Us Together (Disco) Term 3.2 – Exploring Sounds	
National Curriculum coverage	<ul style="list-style-type: none"> 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 					
Learning Objectives	<p><u>Let Your Spirit Fly</u></p> <p>Wind instrument: recorder</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>To name instruments I can hear in the song</p> <p>Singing</p> <p>To sing the song: Let your Spirit Fly</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>Playing</p> <p>To play instrumental parts with the song</p>	<p><u>Mamma Mia</u></p> <p>Wind instrument: recorder</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To identify the pulse, tempo and dynamic of the music.</p> <p>To name instruments I can hear in the song</p> <p>Singing</p> <p>To sing the song: Mamma Mia</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p>	<p><u>Three Little Birds</u></p> <p>Reggae</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>To begin to identify the structure of a song.</p> <p>Singing</p> <p>To sing the song: Three Little Birds.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>Playing</p>	<p><u>The Dragon Song</u></p> <p>A pop song that tells a story</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To name instruments I can hear in the song.</p> <p>To begin to describe what the song might be about.</p> <p>Singing</p> <p>To sing the song: The Dragon Song.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p>	<p><u>Bringing Us Together</u></p> <p>Disco</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To identify the style of music</p> <p>To name voices I can hear in the song.</p> <p>To describe what the song might be about.</p> <p>Singing</p> <p>To sing the song: Bringing Us Together.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p>	<p><u>Exploring Sound</u></p> <p>Focus on rhythm</p> <p>Composition</p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own or known graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others' compositions and explain their opinion.</p> <p>To listen and adapt their own composition to improve it.</p> <p>To create a composition for a purpose.</p>

	<p>from notation using up to 3 notes – C, D & E.</p> <p><u>Improvisation</u></p> <p>To improve using the notes C, D & E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using the notes C, D & E.</p>	<p><u>Playing</u></p> <p>To lay and recognise semibreves (four beat notes) and minims (two beat notes)</p> <p>To play instrumental parts with the song from notation using the notes – A and G.</p> <p><u>Improvisation</u></p> <p>To improve using the notes B, G and A.</p> <p><u>Composition</u></p> <p>To compose a simple melody using the notes B, G and A.</p>	<p>To play instrumental parts with the song from notation using up to 3 notes – C, D & E.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes C, D & E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes C, D & E or C, D, E, F & G.</p>	<p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 3 notes – G, A & B.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes G, A and B.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes G, A & B or D, E, G, A & B. (Pentatonic scale)</p>	<p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 3 notes – C, A & G</p> <p><u>Improvisation</u></p> <p>To improvise with claps, instruments and voice using notes C & A.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes G, A & G or C, D, E, G & A. (Pentatonic scale)</p>	<p>To be able to explain the purpose of their composition.</p>
--	--	--	---	---	--	--

Year 5					
TERM Topic	AUTUMN Term 1.1 Lean on Me Term 1.2 Beginners keyboard course		SPRING Term 2.1 – Beginners keyboard course (continued) Term 2.2 – Livin’ on a prayer		SUMMER Term 3.1 – Make you feel my love (Pop Ballad) Term 3.2 -Fresh prince of Bel Air (Hip Hop)
National Curriculum coverage	<ul style="list-style-type: none"> 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 				
Learning Objectives	<p align="center">Lean On Me</p> <p align="center">Soul / Gospel</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the pulse of the music.</p> <p>To begin to identify the structure of a song.</p> <p><u>Singing</u></p> <p>To sing the song “Lean on Me.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison</p>	<p align="center">Beginners Keyboard course</p> <p align="center">Percussion instrument: keyboards</p> <p>Learn to position their hands on a middle C to play the keyboard.</p> <p>To develop the right hand position.</p> <p>Learn to play a range of music.</p> <p>Identify a range of notation and length of notes and rests.</p> <p>To play a piece of music with a range of note lengths.</p> <p>To play a range of music with different tempos.</p> <p>To be able to play A, B, C, D, E, F, F# and G</p> <p>To be able to play a piece of music with four or six different notes.</p>	<p align="center">Livin’ On A Prayer</p> <p align="center">Rock</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p><u>Singing</u></p> <p>To sing the song “Livin’ On A Prayer.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison</p> <p><u>Playing</u></p>	<p align="center">Make You Feel My Love</p> <p align="center">Pop Ballad</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To identify the structure of a song.</p> <p><u>Singing</u></p> <p>To sing the song “Make You Feel My Love.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison.</p>	<p align="center">Fresh Prince of Bel-Air</p> <p align="center">Hip Hop</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To identify the instruments I can hear in the song.</p> <p><u>Singing</u></p> <p>To sing the song “Fresh Prince of Bel Air.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p>

	<p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 4 notes – C, E F & G.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes F, G and A.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes F, G & A or D, E, F, G & A.</p>	<p>To play instrumental parts with the song from notation using the notes; G, A + B or D, E, F# + G.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes G, A and B.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale)</p>	<p><u>Playing</u></p> <p>To play instrumental parts with the song by ear or from notation using the 3 notes – C, D & E.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes C, D and E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes C, D, E, F & G.</p>	<p>To sing or rap in unison.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song by ear or from notation using the 3 notes – CD G and A.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes; D, E and F.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes D, E & F or D, E, F, G & A.</p>
--	--	--	--	--

Year 6						
TERM	AUTUMN Term 1.1 – Term 2.1 – Happy (Pop) Term 1.2 - Dancing in the Street (Motown)		SPRING Term 2.1-Blackbird (Folk) Term 2.2- Classroom Jazz 1 (Jazz)		SUMMER Term 3.1 – You’ve Got a friend (Pop) Term 3.2 -Music and Me (Inspirational female artists)	
National Curriculum coverage	<ul style="list-style-type: none"> 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 					
Learning objectives	<p align="center"><u>Happy</u></p> <p align="center">Pop</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the instruments used to create a piece of music.</p> <p>To identify if the music has a story or communicate a message.</p> <p><u>Singing</u></p> <p>To sing the song: Happy.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p>	<p align="center"><u>Dancing In The Street</u></p> <p align="center">Motown</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To identify the structure of a song.</p> <p>To identify the instruments used to create a piece of music.</p> <p>To know the history of Motown</p> <p><u>Singing</u></p>	<p align="center"><u>Blackbird</u></p> <p align="center">A Beatles’ song about civil rights</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify what style indicators, I can hear.</p> <p>To describe the structure of the song.</p> <p><u>Singing</u></p> <p>To sing the song: Happy.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in 2 parts.</p>	<p align="center"><u>Classroom Jazz 1</u></p> <p align="center">Jazz</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify the instruments used to create a piece of music. To identify the structure of a piece of music.</p> <p>To describe the musical dimensions.</p> <p><u>Playing</u></p> <p>Play instrumental parts with the music by ear</p>	<p align="center"><u>You’ve Got A Friend</u></p> <p align="center">Pop</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the genre of the music</p> <p>To identify what style indicators, I can hear.</p> <p>To describe the structure of the song.</p> <p><u>Singing</u></p> <p>To sing the song: You’ve got a friend.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p>	<p align="center"><u>Music And Me</u></p> <p align="center">Inspirational female artists – a variety of music styles</p> <p align="center">Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To identify the structure of a song.</p> <p><u>Explore and Create</u></p> <p>To work collaboratively.</p> <p>To identify suitable lyrics</p> <p>To be able to write suitable lyrics for a song or rap.</p>

<p>To sing in unison</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song by ear or from notation using the notes A, G and B.</p> <p><u>Improvisation</u></p> <p>To improvise with claps, instruments and voice using notes; A, G and B.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes A, G & B or C, E, G, A & B.</p>	<p>To sing the song: Dancing In The Street.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in 2 parts.</p> <p><u>Playing</u></p> <p>To play instrumental parts accurately and in time with the music.</p> <p>To play instrumental parts using G, A, F & D.</p> <p><u>Improvisation</u></p> <p>To improvise using voice, clapping and notes D, E & F.</p> <p><u>Composition</u></p> <p>To compose a melody using simple rhythms choosing from notes C, D & E or C, D, E, F & G.</p>	<p><u>Playing</u></p> <p>To play instrumental parts accurately and in time with the music.</p> <p>To play instrumental parts using G, A, B & C.</p> <p><u>Improvisation</u></p> <p>To improvise using voice, clapping and notes C or C & D or C, D & E.</p> <p><u>Composition</u></p> <p>To compose a melody using simple rhythms and use it as part of the performance choosing from notes C, D & E or C, D, E, G & A. (Pentatonic scale)</p>	<p>using the notes G, A & B and D, E, G, A & B.</p> <p><u>Improvisation</u></p> <p>To improvise in a Bossa Nova style using the notes G, A & B. To improvise in a swing style using the notes D, E, G, A & B.</p> <p><u>Share & Perform</u></p> <p>To begin to identify different ways to introduce a musical performance.</p> <p>To reflect on a performance and identify my strengths and weaknesses.</p>	<p>To sing in unison.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song by ear or from notation using up to 4 notes – B, A & G and C, D, E & F.</p> <p><u>Improvisation</u></p> <p>To improvise with claps, instruments and voice using notes; A, G and E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p>	<p>To create and practise melodies in the music explorer composition tool.</p> <p><u>Share & Perform</u></p> <p>To sing or rap in unison.</p>
---	---	---	---	--	--