













Curriculum Overview						
Music at Corpus Christi Catholic Primary						
Music is delivered by music specialists. It covers all aspects of the National Curriculum and provides children with opportunities to listen to a wide variety of music. They learn how to appraise by being critical, describing what they can hear and recognising structures. Following this they learn songs and add their own personal touches through composing and improvising . This all leads to a final performance at the end of each unit.						
Composer studies						
	Composer	Period				
Autumn 1	George Gershwin	20 th Century				
Autumn 2	Leonard Bernstein	Post 20 th Century				
Spring 1	Claude Debussy	Romantic and 20 th Century				
Spring 2	Piotr Tchaikovsky	Romantic				
Summer 1	Joseph Haydn	Classical				
Summer 2	George Handel	Baroque				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	Mel Nursery Rhymes and action songs.	Performing Christmas and action songs, rehearse and perform	Everyone! Nursery Rhymes and action songs.	Patterns in music Recognising and playing patterns in music	Playing - Animal sounds Using instruments to produce different sounds	Singing and playing – Using instruments, body percussion and voices to create different sounds





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 1/2 and 2	<p>Composition</p> <p>Spooky st Take part in singing, following the melody.</p> <p>Follow instruments on how and when to sing or play an instrument.</p> <p>To sit silently with instruments</p> <p>To sing with good posture when singing</p> <p>To keep a steady pulse.</p> <p>Choose and order sounds and patterns</p> <p>Clap rhythms.</p> <p>Identify the beat of a tune</p> <p>Take part in singing, accurately following the melody.</p> <p>Make and control long and short sounds, using voices and instruments.</p>	<p>Nursing heroes</p> <p>Compisition</p> <p>Rhythm grid from Chrome music lab</p> <p>Take part in singing, following the melody.</p> <p>Follow instruments on how and when to sing or play an instrument.</p> <p>To sit silently with instruments</p> <p>To sing with good posture when singing</p> <p>To keep a steady pulse.</p> <p>To accompany a song using a rhythmic ostinato</p> <p>Clap rhythms.</p> <p>Identify the beat of a tune</p> <p>I can describe music and express my feelings about it</p> <p>Take part in singing, accurately following the melody.</p>	<p>Climate</p> <p>Composition</p> <p>Compose a storm</p> <p>Take part in singing, following the melody.</p> <p>Follow instruments on how and when to sing or play an instrument.</p> <p>To sit silently with instruments</p> <p>To sing with good posture when singing</p> <p>To keep a steady pulse.</p> <p>To accompany a song using a rhythmic ostinato</p> <p>Choose and order sounds and patterns</p> <p>Clap rhythms.</p> <p>Create show, music patterns</p> <p>Choose sounds to represent ideas or create an effect</p>	<p>Great fire of London</p> <p>Composition</p> <p>Graphic score</p> <p>Take part in singing, following the melody.</p> <p>Follow instruments on how and when to sing or play an instrument.</p> <p>To sit silently with instruments</p> <p>To sing with good posture when singing</p> <p>To keep a steady pulse.</p> <p>To accompany a song using a rhythmic ostinato</p> <p>Choose and order sounds and patterns</p> <p>Clap rhythms.</p> <p>Create show, music patterns</p> <p>Choose sounds to represent ideas or create an effect</p> <p>Identify the beat of a tune</p>	<p>Composition</p> <p>Compose a short rhythmic phrase using 2 tones</p> <p>Take part in singing, following the melody.</p> <p>Follow instruments on how and when to sing or play an instrument.</p> <p>To sit silently with instruments</p> <p>To sing with good posture when singing</p> <p>To keep a steady pulse.</p> <p>To accompany a song using a rhythmic ostinato</p> <p>Create a sequence of long and short sounds with two tones</p> <p>Choose and order sounds and patterns</p> <p>Clap rhythms.</p> <p>Create show, music patterns</p>	<p>Transport</p> <p>Composition</p> <p>A train jourey story soundscape</p> <p>Sing with awareness of pitch, and with good posture and breathingClap simple rhythms</p> <p>Use a rhythmic ostinato to accompany a song</p> <p>Choose and orsder sounds and patterns</p> <p>Sit silently with a instrument and practise and refine a performance</p> <p>Differentiate between different timbres</p> <p>Choose sounds to represent ideas</p> <p>Create short, rhythmic phrases.</p> <p>Activities</p> <p>Learn and sing transport songs</p>

<p>Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Recognise changes in timbre, dynamic and pitch. I can listen and respond to specific questions about a piece of music e.g. tempo, dynamics etc</p> <p>Activities Listen to piano and forte songs and learn the term Sing bang tap stop Tap the beats ID the structure of a pop song and the instruments Sing I wanna play in a band Compose rhythm ostinatos using words Learn the doh me soh actions from kodally And use in songs I have lost the cupboard key to reinforce dynamics Okle okle to reinforce doh me soh Count in changing dynamics Hey hey look at me – children to lead the actions</p>	<p>Make and control long and short sounds, using voices and instruments. To use internalization with some accuracy To tap the pulse and rhythm Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, rhythmic phrases. Recognise changes in timbre, dynamic and pitch. I can listen and respond to specific questions about a piece of music e.g. tempo, dynamics etc</p> <p>Activities Sing engine no 9 March to music using scarves Frog and tadpole cards Sing Miss Polly Internalise lines from engine no 9 Children count in changing dynamics and tempo Play chords of engine no 9 on glock Sing grandma sick in bed Chrome music lab rhythm grids Parachute songs using fast and slow Add ostinato to a song Make our own rhythm grids</p>	<p>Take part in singing, accurately following the melody. Make and control long and short sounds, using voices and instruments. To perform sounds from a simple graphic score Choose sounds to create an effect. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Recognise changes in timbre, dynamic and pitch. Activities Sing Wet wet wet and discuss structure Make up a new verse Use puppets to sing Do re me Play an ostinato along to the song Sing rain is falling down and count in changing pitch tempo and dynamics Learn Sally go round the sun game Sing I need a broly from Sparkyard Use graphic score to play Rain is falloing down on the glock Sing whether the weather Make up a storm composition and notate with graphic score</p>	<p>Take part in singing, accurately following the melody. Make and control long and short sounds, using voices and instruments. To perform sounds from a simple graphic score To tap the pulse and rhythm Choose sounds to create an effect. Create short, rhythmic phrases. Activities Play and make an ostinato How many taps in picture rhythms Sing Londons Burning, No smoke without fire (sparkyard) Learn to play chords and melody of londons burning, Play a graphic score of the fire adding sound effects</p>	<p>Identify the beat of a tune I can describe music and express my feelings about it Y2 Take part in singing, accurately following the melody. Make and control long and short sounds, using voices and instruments. To tap the pulse and rhythm Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Recognise changes in timbre, dynamic and pitch. I can listen and respond to specific questions about a piece of music e.g. tempo, dynamics etc</p> <p>Activities Sing and copy the notes me and so – children direct Plat a word and rhythm ostinato Sing I I me o my – 2 tone song /game Match stick rhythms to pictures of Australia Play 2 notes on glocks off 2 line stave Sing touch your shoulders Play the game Ikle Okle Compose a stick rhythm Add notes to stick rhythms</p>	<p>Clap basic picture rhythms and basic notation Compose a word ostinato Learn different timbres of instruments Play q and answer phrases on stix Make rhythms up (1 bar ostinato) and use 2 tones to add melody Play these on glocks How to play the glocks successfully Improvise over a groove Compose train music</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------







Key stage hymn Practise delivered by specialist singing teacher

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Year 3 & 4 Whole class singing- Diocese of Leeds Schools Singing Programme.	<p>African Drumming yr 3</p> <p>1 2 3 O'Leary....Pirate Introduce the Djembe, its origin. Positioning of Djembe. Positioning of hands and legs. Call & response game - Don't do this. Introduce names of sounds, Dun and Pa. Rhythm - I like Pie and Chips Rhythm – Cheese Yes Please</p>	<p>African Drumming yr 3</p> <p>1 2 3 O'Leary....Pirate Positioning of Djembe. Positioning of hands and legs. Call & response game - Don't do this. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider. Prepare for performance.</p>	<p>African Drumming yr 3</p> <p>Song - Alice the Camel Action Song - Head, Shoulders, Knees and Toes Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea.</p>	<p>African Drumming yr 3</p> <p>Song - I'm being eaten by a boa constrictor. Action Song - 12345 to the tune of Knees up Mother Brown (can have actions added) Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot.</p>	<p>African Drumming yr 3</p> <p>An Austrian went Yodelling (in ¾) Clap, Stamp, Slap (your knees) Click I like the flowers Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Prepare for Performance.</p>	<p>African Drumming yr 3</p> <p>One to eight - count to eight, add an action (first) on any number, then add more. Mrs O'Leary's Lantern Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Simple Improvisation</p>
	<p>African Drumming yr 4</p> <p>Song - Alice the Camel Action Song - Dr Knickerbocker Round - To stop the train Positioning of hands and legs. Call & response game - Don't do this. Recap: Rhythms - I like Pie and Chips Cheese Yes Please Have A Cup Of Hot Coffee Have A Cup Of Hot Tea.</p>	<p>African Drumming yr 4</p> <p>Song - I once saw an elephant Action Song - Penguin Song Round - Kookaburra Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea. Prepare for performance.</p>	<p>African Drumming yr 4</p> <p>Song - Happiness Blues Action Song - Tony Chestnut Round - Calypso (two songs) Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Paying particular attention on clarity.</p>	<p>African Drumming yr 4</p> <p>Song - Head, Shoulders, Knees and Toes Action Song - An Austrian went Round - Yodelling (in ¾) Shalom Chaverim/Shalom my friend Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider</p>	<p>African Drumming yr 4</p> <p>Action Song - One to eight - count to eight, add an action (first) on any number, then add more. Round - To stop the train Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea</p>	<p>African Drumming yr 4</p> <p>Action Song - Clap, Stamp, Slap (your knees) Click Round - Over my head Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot.</p>

			Playing certain parts without the aid of any support. Improvisation.	Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where’s The Tea? It’s in The Pot. Rhythm – Walk The Fat Dog Playing certain parts without the aid of any support. Improvisation.	and Where’s The Tea? It’s in The Pot. Rhythm – Walk The Fat Dog Playing certain parts without the aid of any support. Prepare for performance with element of improvisation.	Rhythm – Walk The Fat Dog Playing certain parts without the aid of any support.
<p>Overall objectives in Schools Singing Sessions</p> <ol style="list-style-type: none"> 1. To deepen understanding of the Catholic faith and the significance of music in worship, referencing ‘Virtues to Live By’ where possible. 2. To develop a range skills to develop singing technique 3. To explore part singing, using rounds, simple 2-part harmonies and independent melodies. 4. To explore and develop a practical understanding of musical notation. 5. To explore and develop awareness of the elements of music. 6. To learn songs in a range of genres, styles and traditions. 7. To prepare for performances in a number of different situations 						
						
<p>Choral Singing yr 3</p> <p><u>Pulse</u> To develop innate sense of pulse</p> <ul style="list-style-type: none"> ● To define and apply musical terminology - beat/pulse, rhythm, pitch. ● To recognise rhythmic patterns from stick notation ● To recognise and use first three sol-fa pitches (mi-re-do) ● To recognise and use stave chart and hand stave. 		<p>Choral Singing yr 3</p> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> ● To know the meaning of simple terms - dynamics and the Italian words commonly used in Classical music notation. ● To recognise and copy dynamics demonstrated by the leader. ● To recognise and apply dynamics from simple gestures from the leader. ● To recognise and apply dynamics indicated in word sheets and scores. ● To suggest and demonstrate dynamics appropriate to the text and mood of the music. 		<p>Choral Singing yr 3</p> <p><u>Tempo</u></p> <ul style="list-style-type: none"> ● To know the meaning of simple terms - tempo and the Italian words commonly used in Classical music notation. ● To walk, move, tap and use body percussion to a steady beat. ● To understand that changing the tempo changes the speed of the beat. ● To change the speed of these actions as the tempo changes. ● To apply a tempo indicated by the leader to songs and chants already learnt. ● To suggest and demonstrate tempi appropriate to the text and mood of the music. 		
<p>Choral singing yr 4</p> <p><u>Tonality</u></p> <ul style="list-style-type: none"> ● To recognise whether music is in a major or minor tonality. ● To understand and suggest connotations of tonality on mood and meaning in Western music. ● To explore a wider range of tonalities and modes, including music of different cultures 		<p>Choral singing yr 4</p> <p><u>How my voice works</u></p> <ul style="list-style-type: none"> ● To gain a basic knowledge of how the voice works, and parts of the body involved. ● To know how to produce a healthy and clear vocal sound ● To know how to look after your own vocal health. 		<p>Choral singing yr 4</p> <p>Singing to perform recap on all key objectives learnt</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composition Romans Read from a graphic score first then	Composition Compose a melodic pentatonic with drones Pentatonic composition using Chrome music lab	Ancient Greece Compositino Question and answers using standard rhythm notation	Climate Composition Compose a storm Sing or play from memory with confidence	Composition Compose a song Sing in tune	Rivers (charanga) Composition Use musical elements to compose the path of a river using charanga music notepad

<p>Year 4/5</p>	<p>Soundscape group composition for a battle</p> <p>Perform with control and awareness of others</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Thoughtfully select elements for a piece in order to gain a desired effect</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Y5</p> <p>Play notes on an instrument with care so that they are clear</p> <p>I can recognise and use simple staff notation</p> <p>Use sound to create abstract effects</p> <p>To suggest and implement improvements to compositions</p> <p>To plan a composition alone or in a group</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>Choose from a range of musical vocabulary to accurately describe and appraise music including pitch, rounds, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion</p> <p>Activities</p> <p>Create ostinatos using pictures and notation</p> <p>Match rhythm notation to pictures</p> <p>Clap rhythm cards</p> <p>Make up a 4 bar rhythm using notation</p> <p>Compose a pentatonic ostinato</p> <p>Compose a group Roman battle composition</p>	<p>(home note long end rhythm , steps)</p> <p>Sing in tune</p> <p>Perform with control and awareness of others</p> <p>Perform solos or as part of an ensemble</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music</p> <p>Understand layers of sounds and discuss their effect on mood and feelings</p> <p>Sing or play from memory with confidence</p> <p>Hold a part within a round</p> <p>Play notes on an instrument with care so that they are clear</p> <p>I can recognise and use simple staff notation</p> <p>Compose and perform melodic songs using the home note.</p> <p>Use drones as accompaniments</p> <p>Use digital technologies to compose pieces of music</p> <p>Use digital technologies to compose, edit and refine pieces of music</p> <p>To suggest and implement improvements to compositions</p> <p>To plan a composition alone or in a group</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>Choose from a range of musical vocabulary to accurately describe and appraise music including pitch, rounds, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion</p> <p>Activities</p>	<p>Perform with control and awareness of others</p> <p>Perform solos or as part of an ensemble</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Y6</p> <p>Sing or play from memory with confidence</p> <p>Play notes on an instrument with care so that they are clear</p> <p>I can recognise and use simple staff notation</p> <p>To suggest and implement improvements to compositions</p> <p>To plan a composition alone or in a group</p> <p>Activities</p> <p>Echo rhythms</p> <p>Q and A rhythms</p> <p>What is pentatonic</p> <p>Home note long end rhythm and pitch going up in steps</p> <p>Children to compose a Q and A with a partner</p> <p>Add pentatonic notes to this and perform</p>	<p>Play notes on an instrument with care so that they are clear</p> <p>I can recognise and use simple staff notation</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>Choose from a range of musical vocabulary to accurately describe and appraise music including pitch, rounds, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument)</p> <p>Play notes on an instrument with care so that they are clear</p> <p>I can recognise and use simple staff notation</p> <p>To select appropriate sounds to achieve an appropriate effect.</p> <p>Use and understand simple time signatures</p> <p>To create and perform using more complicated rhythms e.g. semiquaver</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: cultural context, combination of musical elements, cyclic patterns, drones, harmonies, accompaniments and maintain this for longer pieces.</p> <p>Activities</p> <p>Clap ¾ rhythms from cards</p> <p>Learn how many beats in basic notation rhythms</p> <p>Compose a rhythm ostinato</p> <p>Use a drone to perform 8 bar compositions to</p> <p>Use chorme music labe to compose an 8 bar piece in ternary form</p> <p>Compose a storm using ABA</p>	<p>Perform with control and awareness of others</p> <p>Perform solos or as part of an ensemble</p> <p>To perform partner songs and two part rounds</p> <p>Perform by ear</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Yr 5</p> <p>Sing or play from memory with confidence</p> <p>Hold a part within a round</p> <p>Play notes on an instrument with care so that they are clear</p> <p>Create songs with verses and a chorus</p> <p>Compose and perform melodic songs using the home note.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>Activities</p> <p>Sing 3 basic rounds songs from sing up</p> <p>Discuss the structure of spngs</p> <p>How to write a chorus</p> <p>Play Londons burning using chords</p> <p>What is a chord</p> <p>How to work out a chord</p> <p>White a class chorus using c</p> <p>Children to follow the same pattern as the class one 4 lines and rhyming</p> <p>Write a class lyrics for the verse then add da melody using the c chord notes</p>	<p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Understand layers of sounds and discuss their effect on mood and feelings</p> <p>Y5</p> <p>Compose and perform melodic songs using the home note.</p> <p>Use digital technologies to compose pieces of music</p> <p>Use digital technologies to compose, edit and refine pieces of music</p> <p>To suggest and implement improvements to compositions</p> <p>To plan a composition alone or in a group</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>Activities</p> <p>Use charanga note pad to compose a piece depicting a slow / fast / slow river ternary.</p> <p>Watch and listen to smetner Moldeau first to discuss tempo texture rhythms steps of pitch hoe note , end rhythm</p> <p>Children to improve their work each week</p>
------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Learn how many beats in rhythms</p> <p>Write bars of 4 beats</p> <p>Compose using chrome music lab – pentatonic melody</p> <p>Learn what is pentatonic</p> <p>Add ostinato to melody</p> <p>Sing canoe round sing up ! and 5 notes from sparkyard</p> <p>Compare 2 different melodies that are using pentatonic scale</p>				
 <p>Key stage hymn Practise delivered by specialist singing teacher</p>						
<p>Year 5/6 and 6</p> <p>Whole class Melodica teaching,</p>	<p>Melodicas</p>  <ul style="list-style-type: none"> To define and apply musical terminology - beat/pulse, rhythm, pitch. To develop an innate sense of pulse. To develop basic technique for playing a melodica. To recognise rhythmic patterns from stick notation. To recognise pitches from staff notation. 	<p>Melodicas</p>  <ul style="list-style-type: none"> To reinforce application of musical terminology - beat/pulse, rhythm, pitch. To continually develop an innate sense of pulse. To improve basic technique for playing a melodica. To recognise rhythmic patterns from stick notation and use them independently. To begin to master staff notation. 	<p>Melodicas</p>  <ul style="list-style-type: none"> To reinforce application of musical terminology - beat/pulse, rhythm, pitch. To continually develop an innate sense of pulse. To improve basic technique for playing a melodica, including left-hand playing. To recognise rhythmic patterns from stick notation and use them independently. To consolidate ability to play from staff notation, including sharps and flats. To introduce playing in multiple parts. 			
	Autumn 1 WW!	Autumn 2 The blues	Spring1	Spring 2 Victorians	Summer 1 Ukuleles	Summer 2
	Composition	Composition	Composition	Composition	Production songs No composition this term	

<p>Group composition of a battle in ww1 Charanga ABA composition Play notes on an instrument with care so that they are clear I can recognise and use simple staff notation Hold a part within a round Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Choose from a range of musical vocabulary to accurately describe and appraise music including pitch, rounds, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion Y6 Choose form a wide range of musical vocabulary to accurately describe and appraise music including: cultural context, combination of musical elements, cyclic patterns, drones, harmonies, accompaniments and maintain this for longer pieces. Describe how lyrics often reflect the cultural context of music and have social meaning To select appropriate sounds to achieve an appropriate effect Combine a variety of musical devices, including melody, rhythm and chords .</p>	<p>Pentatonic composition using Compose a tune using an octave on charanga - the blues Sing or play from memory with confidence Play notes on an instrument with care so that they are clear I can recognise and use simple staff notation Sing or play from memory with confidence Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Choose from a range of musical vocabulary to accurately describe and appraise music including pitch, rounds, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Perform with controlled breathing (voice) and skillful playing (instrument) Play notes on an instrument with care so that they are clear I can recognise and use simple staff notation Combine a variety of musical devices, including melody, rhythm and chords To understand and use chord sequences To create and perform using more complicated rhythms e.g. semiquaver Activities Write a blues piece of 12 bars and use pentatonic to create the melody Listen to blues music and learning about the origin of the blues Learn the blues chord progression Compose and play a rhythm ostinato using basic notation</p>	<p>Use garage band to compose a ternary piece of music using loops Use sound to create abstract effects Use digital technologies to compose pieces of music Use digital technologies to compose, edit and refine pieces of music To suggest and implement improvements to compositions To plan a composition alone or in a group Combine a variety of musical devices, including melody, rhythm and chords To select appropriate sounds to achieve an appropriate effect. I can recognise and use simple staff notation Activities Use sound wave to add special effects and record sounds. Layer these up to compose a piece that increases in texture Reverse voices and then add special effects to make an aliecoice Use garage band to add loops to make a piece Plan the composition to be a ternary structure, ABA</p>	<p>Compose in a group machine music from the work house Sing or play from memory with confidence Play notes on an instrument with care so that they are clear I can recognise and use simple staff notation Sing or play from memory with confidence Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Choose from a range of musical vocabulary to accurately describe and appraise music including pitch, rounds, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion Perform with controlled breathing (voice) and skillful playing (instrument) Play notes on an instrument with care so that they are clear I can recognise and use simple staff notation To select appropriate sounds to achieve an appropriate effect. To create and perform using more complicated rhythms e.g. semiquaver Choose form a wide range of musical vocabulary to accurately describe and appraise music including: cultural context, combination of musical elements, cyclic patterns, drones, harmonies, accompaniments and maintain this for longer pieces. Activities Learn nams and number of beats of notation Compose a 4 part rhythm ostinato ysing basic notation Compose a machine piece in a group Tap q and A rhythms</p>	<p>Compose a chord progression using known chords and standard notation Sing or play from memory with confidence Play notes on an instrument with care so that they are clear Sing or play from memory with confidence Perform with controlled breathing (voice) and skillful playing (instrument) Play notes on an instrument with care so that they are clear To understand and use chord sequences Choose form a wide range of musical vocabulary to accurately describe and appraise music including: cultural context, combination of musical elements, cyclic patterns, drones, harmonies, accompaniments and maintain this for longer pieces. Convey the relationship between lyrics and the melody reate songs with verses and a chorus Activities Learn C F G A minor chords Sing songs using these How to make the strings sound String and finger names and numbers Plucking and strumming Compose a rhythm using different chord progression</p>	<p>Sing or play from memory with confidence I can maintain my own part with accurate pitch Perform with controlled breathing (voice) and skillful playing (instrument) Activities Learn a;l the songs for the performance</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Learn the blues instruments				
--	--	-----------------------------	--	--	--	--

Music skills progression

	Performing - singing	Performing - instruments	Composing	Notation	Appraising	Listening
Year 1	<ul style="list-style-type: none"> To join in with speaking, sing and chanting activities. 	<ul style="list-style-type: none"> To copy sounds and clap short rhythmic patterns. 	<ul style="list-style-type: none"> To experience making sound with and listening to a variety of different instruments 	<ul style="list-style-type: none"> To use simple pictures to record their composition. 	<ul style="list-style-type: none"> To respond in words and actions to the moods of different pieces of music. 	<ul style="list-style-type: none"> To say what they like and do not like about a piece of music.
Year 2	<ul style="list-style-type: none"> To sing accurately at a given pitch and follow the melody. 	<ul style="list-style-type: none"> To use instruments to perform and clap short rhythmic patterns. 	<ul style="list-style-type: none"> To consider the pitch and dynamics of a sound when creating a soundscape (beginning, middle, end). 	<ul style="list-style-type: none"> To recognise and make connections between notations and musical sounds. 	<ul style="list-style-type: none"> To listen out for particular things and change their work accordingly. 	<ul style="list-style-type: none"> To identify particular instruments that help to tell what it is about.
Year 3	<ul style="list-style-type: none"> To sing songs from memory with accurate pitch To control voices when singing. 	<ul style="list-style-type: none"> To perform in a group and improvise using repeated patterns, keeping to the pulse. 	<ul style="list-style-type: none"> To use sounds to create specific moods considering the pitch and dynamics. 	<ul style="list-style-type: none"> To use notations to record and perform compositions. 	<ul style="list-style-type: none"> To begin to use musical words to discuss their work. 	<ul style="list-style-type: none"> To begin to use musical words to discuss a piece of music – when it was written.
Year 4	<ul style="list-style-type: none"> To perform ‘by ear’ and from simple notations. To maintain their own part when others are singing. 	<ul style="list-style-type: none"> To perform ‘by ear’ and from simple notations. 	<ul style="list-style-type: none"> To compose melodies, songs and accompaniments 	<ul style="list-style-type: none"> To compose their own short piece and record it using notations in order to perform it again. 	<ul style="list-style-type: none"> To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic 	<ul style="list-style-type: none"> To use musical words to discuss a piece of music – when it was written/where it is from.
Year 5	<ul style="list-style-type: none"> To perform from memory and using notations, they can take the lead or solo. 	<ul style="list-style-type: none"> To perform from different types of notations (including staff) 	<ul style="list-style-type: none"> To change sounds or organise them differently to change the effect. 	<ul style="list-style-type: none"> To compose their own short piece and record it using notations in order to perform it again. To recognise what the note represents and the length of the note. 	<ul style="list-style-type: none"> To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic, texture, structure, timbre. 	<ul style="list-style-type: none"> To identify where the piece of music is from/ when it was written/ who by.
Year 6	<ul style="list-style-type: none"> To perform from memory. To use notations to maintain a harmony whilst others are singing. 	<ul style="list-style-type: none"> To perform from notations (including staff). To improvise rhythmic parts within a given structure. 	<ul style="list-style-type: none"> To include and use different melodies, rhythms and chords 	<ul style="list-style-type: none"> To use different forms of notation and recognise that they serve different purposes. 	<ul style="list-style-type: none"> To perform with a sense of purpose and evaluate their performance according to this. 	<ul style="list-style-type: none"> To identify where the piece of music is from/ when it was written/ who by – recognising key elements.