



Understanding Music	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>pitch pattern.</p> <p>Understand the difference between creating a rhythm pattern and a</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases.</p>	<p>Talk about the words of the song.</p> <p>Think about why the song or piece of music was written.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated. Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal/instrumental line and the rest of the ensemble • A change in texture - The articulation of certain words • Programme music <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the style of music they are listening to. 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk,</p> <p>Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic,</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Play their instruments with good posture and technique. Rehearse and perform their parts within the context of the unit song.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms. Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove</p>	<p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>Start and end on the note A (A minor).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G).</p> <p>an ending; coming home.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics. Create a tempo instruction.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p> <p>Begin to understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Perform their simple composition/s using their own choice of notes.</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different</p>

	<p>Choral, Funk and Electronic Dance Music.</p> <p>Recognise the following styles and any important musical features that distinguish each style:</p>				<p>Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none">• Composing over a simple chord progression• Composing over a simple groove	
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