



| Understanding Music | Listening | Singing | Playing Instruments | Improvising/composing | Composing | Performing |
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| <p>Use Body percussion instruments and voices.</p> <p>Explore the time signatures 2/4 and 4.4. Find and copy a steady beat.</p> <p>Listen and copy rhythmic patterns made of crochets, dotted crotchets, quavers, and dotted quavers. Listen and copy rhythmic patterns made of a patterns of minimums, triplet quavers</p> | <p>Talk about feelings created by the music.</p> <p>Justify an opinion with reference to musical elements.</p> <p>Discuss the structure of the music with reference to the verse, chorus, bridge, and instrumental break.</p> <p>Identify the musical style of a song, using some musical vocabulary to</p> | <p>Sing, in parts, where appropriate. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>Sing with and without an accompaniment. Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing. To understand different styles of</p> | <p>To know the strumming patterns</p> <ul style="list-style-type: none"> - Down, down - Play the ukulele with good posture. <p>The chord F</p> <p>To play a tab melody on the ukulele.</p> <p>Play the right notes with secure rhythms.</p> | <p>Create a simple chord progression. Compose a ternary (ABA form) piece.</p> <p>Create a melody using crochets, quavers, and minims.</p> <p>Find a steady beat and stay in time.</p> <p>Compose song accompaniments using basic chords.</p> <p>Create compositions with an awareness of the basic chords in the backing track.</p> <p>Use a range of dynamics e.g Fortissimo to mezzo forte to mezzo piano.</p> | <p>Use a pentatonic and a full scale to compose short pieces of music.</p> <p>To create a melody and write the musical notations to it.</p> <p>Use YU Studio to create and record a melody.</p> <p>Use YU Studio to capture, change and combine sounds.</p> | <p>Perform a range of songs as a choir in school assemblies.</p> <p>Perform from memory. Understand the importance of the performing space and how to use it.</p> <p>Discuss how to make small performances better. To perform a taught to an audience.</p> <p>Rehearse and lead parts of the</p> |



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| <p>and semiquavers.</p> <p>Distinguish between different musical styles by the way they sound.</p> <p>Copy back melodic patterns using the notes D, E, F, G and A. Explore time signatures 2/4, 3/4, 4/4, 5/4, 6/8.</p> | <p>discuss its musical elements. Identify the sounds of a gospel choir and soloist, a rock band, a symphony orchestra, and A Capella groups. Identify the following instruments by ear through a range of media; guitars, percussion instruments such as brass, piano and strings. Identify why there are different sounds within a song.</p> | <p>singing and how they are similar and different.</p> <p>Understand what a musical introduction and outro are and know their purpose.</p> <p>Demonstrate a d maintain good posture and breath control whilst singing.</p> <p>Talk about the different styles of singing used in the various style of song visited throughout this year.</p> <p>Recall by ear memorable phrases heard in music.</p> | <p>Play together with everybody while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Rehearse and perform their parts of a song.</p> <p>Play a part on a ukulele.</p> <p>Can play strumming patterns with tab on a ukulele.</p> <p>Rehearse and learn to play a part based on the notes....</p> | <p>Create a melody using crotchets and quavers.</p> <p>Compose and play a melody.</p> <p>Start to use and understand structures within compositions. E.g. verse and chorus sections. Compose a melody on a ukulele and play this back thinking about how you can improve on the notes.</p> <p>Use a wider range of dynamics</p> <p>Include silent notes whilst composing.</p> | <p>performance individually and as a group.</p> <p>Discuss how a performance might change if it were repeated in a large/smaller space.</p> <p>Play the right notes with secure rhythm.</p> <p>Play instruments with good posture.</p> <p>Understand how to rehearse a piece of music.</p> <p>Play a more complex part.</p> |
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| | | <p>Explain a bridge passage and its position in a song.</p> | <p>Play a melody following a staff notation</p> <p>Playing a part on a untunes instrument</p> | | | <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p> |
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