

EYFS Expressive arts and design: Being imaginative
The EYFS Curriculum at St Joseph's is led via child-initiated learning

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
30-50 months	<ul style="list-style-type: none"> •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Captures experiences and responses with a range of media, such as music. 	<ul style="list-style-type: none"> •Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. 	<ul style="list-style-type: none"> •Tell stories based on children's experiences and the people and places they know well. •Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., "This bear has arrived in the post. He has a letter pinned to his jacket. It says 'Please look after this bear.' We should look after him in our room. How can we do that?."
40-60 months ELG	<ul style="list-style-type: none"> •Plays alongside other children who are engaged in the same theme. <p>Early Learning Goal They represent their own ideas, thoughts and feelings through music</p>	<ul style="list-style-type: none"> •Help children to gain confidence in their own way of representing ideas. •Carefully support children who are less confident. • Introduce descriptive language to support children, for example, 'rustle'. 	<ul style="list-style-type: none"> •Extend children's experience and expand their imagination through the provision of music.. •Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof. Provide instruments close by. •Provide children with opportunities to use their skills and explore concepts and ideas through their representations.

Year 1/ 2 (Cycle A)

Focussed Enquiries	Rhythm and Pulse Singing Games	Pitch Tuned Instrument	Instrumental Skills Great Composers
What and Why?	<p>y1- Rhythm and Pulse</p> <p>The children will learn and experience what is meant by pulse or a steady beat. They</p>	<p>y1- Pitch</p> <p>The children will experiment with different types of voices and to establish the difference</p>	<p>y1- Instrumental skills</p> <p>The children will explore different instrumental sounds and how they can be played. They will</p>

	<p>will do this via actions and body percussion through songs and chants. They will go on to learn what a rhythm symbol is and how to follow it. The children will learn to start together and finish together, while they all keep a steady pulse. Following this they will transfer the experience of rhythm patterns to percussion instruments. The children will rehearse and perform in groups. Eventually they will learn the place of a musical rest</p> <p>Lessons 1-3 of y1 singing games</p> <p>The children will learn and take part in new singing games. They will learn to sing with a sense of shape of the melody. they will clap hands to a steady pulse building upon what they have already learnt with a partner while singing and to move within a musical time frame. They will follow cue actions and jump the rhythm of words building upon what they have already learnt</p> <p>Learn Christmas Nativity songs</p> <p>The children will learn new songs off by heart, they will sing as a group using their voices expressively and creatively via the timbre and dynamics as they create the atmosphere which will tell the Christmas story.</p>	<p>between a speaking and a singing voice. They will learn how sounds can be changed from high to low and begin to pitch match, sing solos on the notes So and Mi. As they play tuned and untuned instruments as they keep a steady pulse/accurate rhythm, reinforcing what they have learnt previously. Also the children will learn to make higher and lower sounds with their voices in response to gestures and visual patterns. They will follow a scale as it goes up and down with singing actions. They will play tuned and untuned instruments to a steady pulse/accurate rhythm as an accompaniment to singing. the children will learn to sing songs containing So Mi La with increasing accuracy.</p> <p>Tuned instrument</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p>	<p>learn to play untuned instruments with care, following instructions of gestures, symbol cards and word cues. They will count, internalise and play instruments to a steady pulse, reinforcing what they have learnt previously. Also they will learn to play to a steady pulse as an accompaniment. The children will comment on the different sounds of the instrument categories and will internalise and recall rhythm patterns on instruments. they will respond with different tempos and follow a conductor. Furthermore they will chant and play instruments in two parts, internalising rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments. They will play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres. The children will play to a steady pulse to accompany singing. They will improvise melodies on xylophones.</p> <p>Great Composers</p> <p>Gustav Holst</p>
	<p>Vocabulary: pulse, steady beat, body percussion, song, chant, tempo/s, rhythm symbols, percussion, instruments, patterns, musical rest, musical time frame, dynamics, timbre</p>	<p>Vocabulary: high/low pitch, steady pulse, accurate rhythm, gestures/visual patterns, scale, untuned instrument, accompaniment, So Mi La tuned instrument, notation</p>	<p>Vocabulary: untuned instrument, gestures, symbol cards, internalise, conductor, steady pulse, accompaniment, rhythm patterns, timbre, melodies, xylophones, improvise, composer, lyrics, compose</p>

Skills covered in each unit

Performing and Singing

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Vocal Expression and Effects

- Use their voices confidently to create sound effects
- Explore different types of voices
- Sing songs in different ways and discuss the effect

Chants and Rhymes

- Chant words expressively using known songs and rhymes
- Chant and clap in time with a steady pulse

Singing

- Sing songs while maintaining a steady beat: tapping/walking
- Sing songs at different speeds
- Sing the same song in different ways: loud, quiet; fast, slow, and in various moods
- Use the 'thinking voice' - ie sing the words in their head
- Play singing games in which children sing phrases alone
- Sing songs expressively increasingly in tune within a limited pitch
- Recognise phrase lengths and know when to breathe with an attention to

Performing and Singing

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Vocal Expression and Effects

- Use their voices confidently to create sound effects
- Explore different types of voices
- Sing songs in different ways and discuss the effect

Chants and Rhymes

- Chant and clap in time with a steady pulse

Pitching

- Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches
- Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice

Singing

- Play singing games in which children sing phrases alone
- Sing songs expressively increasingly in tune within a limited pitch

Performing ang Playing

Play tuned and untuned instruments musically

Identify Instruments/Sound Effects

- Describe, name and group a variety of instruments

Control

- Handle and play a variety of tuned and untuned instruments with control
- Add an instrument to play on the beat and one to play with the rhythm
- The children mark the pulse of a song with stamps/ claps
- Chant/sing, clap the rhythm of the song; transfer the rhythm onto an untuned instrument; use it to accompany the chanting
- Count with a steady pulse
- Contribute ideas and control sounds as part of a class composition and performance

Notation

- Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet
- Make a picture label for each group of instruments
- Play together, using symbols as a support
- Talk about and devise signs/gestures/symbols for the

	<p>posture</p> <ul style="list-style-type: none"> ● Use movements to show phrases ● Perform each phrase in a different way <p style="text-align: center;">Performing and Playing</p> <p>Play tuned and untuned instruments musically</p> <p>Control</p> <ul style="list-style-type: none"> ● Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands ● Add an instrument to play on the beat and one to play with the rhythm ● The children mark the pulse of a song with stamps/ claps ● Chant/sing, clap the rhythm of the song; transfer the rhythm onto an untuned instrument; use it to accompany the chanting ● Count with a steady pulse ● Contribute ideas and control sounds as part of a class composition and performance <p>Notation</p> <ul style="list-style-type: none"> ● Play together, using symbols as a support ● Make two flash cards, one for long and one for short sounds ● Perform long and short sounds in response to symbols 	<p style="text-align: center;">Performing ang Playing</p> <p>Play tuned and untuned instruments musically</p> <p>Notation</p> <ul style="list-style-type: none"> ● Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short. ● Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low - <p>Evaluating</p> <ul style="list-style-type: none"> ● Evaluate own music and that of others ● Discuss what was good ● Suggest how it might be improved <p style="text-align: center;">Improvising and Experimenting</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> ● Explore different sounds using body percussion <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> ● Find and play by ear, phrases of well-known songs on tuned instruments ● Make up three-note tunes independently ● Record their own tunes - use colours instead of note names ● Create songs of their own using high- 	<p>concepts: high/low, fast/slow, long/short.</p> <ul style="list-style-type: none"> ● Make two flash cards, one for long and one for short sounds ● Perform long and short sounds in response to symbols <p>Evaluating</p> <ul style="list-style-type: none"> ● Evaluate own music and that of others ● Discuss what was good ● Suggest how it might be improved <p style="text-align: center;">Improvising ang Experimenting</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> ● Make various sound effects to describe selected/ thematic words ● Suggest which instruments would make a particular sound <p>Control and Change Sounds</p> <ul style="list-style-type: none"> ● Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound ● Identify the pulse and explore getting faster and slower ● Experiment with different timbres (sound qualities) ● Explore the concepts: loud/quiet, high/low, fast/slow ● Explore the effect of silence ● Experiment and change sounds
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	<p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate own music and that of others • Discuss what was good • Suggest how it might be improved <p>Improvising and Experimenting</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore the effect of silence • Begin to internalise and create rhythmic patterns <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Begin to internalise and create rhythmic patterns <p>Listening, Developing Knowledge and Understanding</p> <p>listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Listening</p> <ul style="list-style-type: none"> • Identify the pulse in different pieces of music • Tap knees in time with 'steady beat' music • Recall short sequences / patterns of 	<p>middle-low pitches</p> <p>Listening, Developing Knowledge and Understanding</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Use hand position to reinforce high, middle, low 	<ul style="list-style-type: none"> • Make instruction flashcards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition • Experiment to improve the intended effect <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Begin to internalise and create rhythmic patterns • Use voices to provide sound effects • Create long and short sounds on instruments. <p>Listening, Developing Knowledge and Understanding</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Listening</p> <ul style="list-style-type: none"> • Listen to short excerpts of music from a variety of styles, genres and traditions • Identify a variety of instruments that can be heard and describe sounds • Identify the pulse in different pieces of music • Tap knees in time with 'steady beat' music • Recall short sequences / patterns of sounds • Listen to pieces of music that describe e.g. The Sea/ Fireworks etc • Describe different images created by music • Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...
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	<p>sounds</p> <ul style="list-style-type: none"> • Sing a familiar song, identify then tap the rhythm of the words • Sing back melodic phrases from known songs <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Recall and perform rhythmic patterns to a steady pulse 		<ul style="list-style-type: none"> • Listen to a selection of music that has long (often slow) and short (often fast) sounds • Recognise long and short sounds and make longer and shorter sounds with their voices <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Recall and perform rhythmic patterns to a steady pulse • Use instruments to copy back 4-beat rhythm patterns • Use movement and dance to reinforce the enjoyment of music and the sense of pulse • Respond to long and short sounds through movement - match actions to long and short sounds • Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response
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Year 1/ 2 (Cycle B)			
Focussed Enquiries	Rhythm and Pulse Singing Games	Pitch Tuned Instrument	Instrumental Skills Composer
What and Why?	<p>y2- Rhythm and Pulse</p> <p>Children will continue to learn and experience what is meant by a pulse or a</p>	<p>y2- Pitch</p> <p>The children will experiment with different timbres of the voice. They will pitch-match and</p>	<p>y2- instrumental skills</p> <p>Children will explore the different ways instruments can produce sounds. They will</p>

steady beat, **building upon previous knowledge.** They will learn to keep a pulse through actions while singing a song and to follow a changing tempo. The children will consolidate understanding of pulse through practical activities such as clapping games with partners. They will learn to clarify the difference between rhythm and pulse. To revise what is meant by a musical rest and to read and internalise rhythm patterns. they will learn about ostinatos. Their experiences of rhythm and pulse they will transfer onto percussion instruments and they will work in groups. They will listen to each other to be able to start and finish at the same time and keep a steady pulse. The children will perform and appraise. The children will learn to internalise rhythms and phrases with increasing aural memory. they will perform and rhythm patterns in groups.

lesson 1-3 of y2 singing games

Children will take part in new singing games, where they sing with a sense of shape of the melody and with rhythmic accuracy. They will tap knees to a steady pulse to accompany the singing and clap hands with a partner to a steady pulse. They will learn to move to a musical time frame. Children will coordinate actions to cue words. They will learn to sing a solo or sing as part of a group with confidence and to move within a clear musical time frame. The children will improvise actions to a steady pulse.

Learn Christmas Nativity songs

The children will learn new songs off by heart, they will sing as a group using their voices expressively and creatively via the

sing solos on the notes So and Mi. They will learn to sing the solfa names of So and Mi and use the hand signs. The children will read and sing from notation using Ta, Te-te and So and Mi. They will learn to internalise and recall melodic phrases and play tuned and untuned instruments to a steady pulse as an accompaniment to singing.

Tuned instrument

The children will begin/continue to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.

learn to play untuned instruments accurately, following the instructions of gestures, symbol cards and word cues. **This builds upon the experiences in the previous Y1/2 cycle.** The children will learn to count, internalise and play instrumental patterns to a steady pulse and to copy and improvise short rhythmic patterns. Eventually they will learn to play more complex rhythm patterns. They will learn to recall and improvise 4-beat rhythm patterns in instruments. The children will create musical patterns from chosen symbol orders and practice playing them on instruments with different timbres. They will play untuned instruments to cue instructions. The children will internalise word patterns and play instruments in 2 parts. They will hold one rhythm pattern while others are playing different patterns. They will be part of a class composition and appraise.

Composer

[Kerry Andrews](#)

	timbre and dynamics as they create the atmosphere which will tell the Christmas story.		
	Vocabulary: pulse, steady beat, tempo, rhythm, musical rest, ostinatos, percussion instruments, perform, appraise, aural memory, shape of the melody, rhythmic accuracy, musical time frame, solo, timbre, dynamics	Vocabulary: timbres, pitch-match, So, Mi, solfa, notation, Ta, Te-te, tuned, untuned instruments, accompaniment	Vocabulary: instruments, getrules, symbols, word cues, patterns, pulse, rhythmic, 4-beat rhythmic pattern, symbol, timbre, composition, appraise

Skills covered in each unit

	Performing and Singing	Performing and Singing	Performing and Singing
	Use voices expressively and creatively by singing songs and speaking chants and rhymes.	Use voices expressively and creatively by singing songs and speaking chants and rhymes.	Use voices expressively and creatively by singing songs and speaking chants and rhymes.
	Vocal Expression and Effects	Vocal Expression and Effects	Vocal Expression and Effects
	<ul style="list-style-type: none"> Use their voices confidently to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect 	<ul style="list-style-type: none"> Use their voices confidently to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect 	<ul style="list-style-type: none"> Use their voices confidently to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect
	Chants and Rhymes	Chants and Rhymes	Pitching
	<ul style="list-style-type: none"> Chant words expressively using known songs and rhymes Chant and clap in time with a steady pulse 	<ul style="list-style-type: none"> Chant and clap in time with a steady pulse 	<ul style="list-style-type: none"> Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice
	Singing	Pitching	Singing
	<ul style="list-style-type: none"> Sing songs while maintaining a steady beat: tapping/walking 	<ul style="list-style-type: none"> Listen to notes G - E played on chime bars. Use the tune found in playground 	<ul style="list-style-type: none"> Use movements to show phrases

- Sing songs at different speeds
- Sing the same song in different ways: loud, quiet; fast, slow, and in various moods
- Use the 'thinking voice' - ie sing the words in their head
- Play singing games in which children sing phrases alone
- Sing songs expressively increasingly in tune within a limited pitch
- Recognise phrase lengths and know when to breathe with an attention to posture
- Use movements to show phrases
- Perform each phrase in a different way

Performing and Playing

Play tuned and untuned instruments musically

Control

- Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands
- Add an instrument to play on the beat and one to play with the rhythm
- The children mark the pulse of a song with stamps/ claps
- Chant/sing, clap the rhythm of the song; transfer the rhythm onto an untuned instrument; use it to accompany the chanting
- Count with a steady pulse
- Contribute ideas and control sounds

songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches

- Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice

Singing

- Play singing games in which children sing phrases alone
- Sing songs expressively increasingly in tune within a limited pitch

Performing and Playing

Play tuned and untuned instruments musically

Notation

- Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.
- Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -

Evaluating

- Evaluate own music and that of others
- Discuss what was good
- Suggest how it might be improved

Performing and Playing

Play tuned and untuned instruments musically

Identify Instruments/Sound Effects

- Describe, name and group a variety of instruments
- Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together

Control

- Handle and play a variety of tuned and untuned instruments with control
- Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands
- Add an instrument to play on the beat and one to play with the rhythm
- The children mark the pulse of a song with stamps/ claps
- Chant/sing, clap the rhythm of the song; transfer the rhythm onto an untuned instrument; use it to accompany the chanting
- Count with a steady pulse
- Contribute ideas and control sounds as part of a class composition and performance

Notation

- Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet

	<p>as part of a class composition and performance</p> <p>Notation</p> <ul style="list-style-type: none"> • Play together, using symbols as a support • Make two flash cards, one for long and one for short sounds • Perform long and short sounds in response to symbols <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate own music and that of others • Discuss what was good • Suggest how it might be improved <p>Improvising and Experimenting</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore the effect of silence • Begin to internalise and create rhythmic patterns <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Begin to internalise and create rhythmic patterns <p>Listening, Developing Knowledge and</p>	<p>Improvising ang Experimenting</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Explore different sounds using body percussion <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Find and play by ear, phrases of well-known songs on tuned instruments • Make up three-note tunes independently • Record their own tunes - use colours instead of note names • Create songs of their own using high-middle-low pitches <p>Listening, Developing Knowledge and Understanding</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Use hand position to reinforce high, middle, low 	<ul style="list-style-type: none"> • Make a picture label for each group of instruments <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate own music and that of others • Discuss what was good • Suggest how it might be improved <p>Improvising ang Experimenting</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Explore different sounds using body percussion • Make various sound effects to describe selected/ thematic words • Suggest which instruments would make a particular sound • Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas • Make own short sequence of sounds using symbols as a support • Make sounds and recognise how they can communicate ideas • Create and choose sounds in response to stimulus e.g. night-time, the seaside etc. • Suggest instruments that make sounds like those described by the selected words and create sound pictures • Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a
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	<p style="text-align: center;">Understanding</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Listening</p> <ul style="list-style-type: none"> ● Identify the pulse in different pieces of music ● Tap knees in time with 'steady beat' music ● Recall short sequences / patterns of sounds ● Sing a familiar song, identify then tap the rhythm of the words ● Sing back melodic phrases from known songs <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Recall and perform rhythmic patterns to a steady pulse 		<ul style="list-style-type: none"> ● support ● Create a sound story <p>Control and Change Sounds</p> <ul style="list-style-type: none"> ● Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound Identify the pulse and explore getting faster and slower ● Experiment with different timbres (sound qualities) ● Explore the concepts: loud/quiet, high/low, fast/slow ● Explore the effect of silence ● Experiment and change sounds ● Make instruction flashcards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition ● Experiment to improve the intended effect ● Give the composition a title <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> ● Use voices to provide sound effects ● Create long and short sounds on instruments. ● Find and play by ear, phrases of well-known songs on tuned instruments <p style="text-align: center;">Listening, Developing Knowledge and Understanding</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Knowledge and Understanding</p>
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			<ul style="list-style-type: none"> • Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments • Talk about high and low sounds in the environment and everyday life and imitate them with voices • Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response
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Year 3/4 (Cycle A)			
Focussed Enquiries	Rhythm and Pulse Singing Games Christmas Nativity	Tuned Instrument Pitch	Instrumental Skills Great Composers
What and Why?	<p>Rhythm and Pulse:</p> <p>Children will further develop their ability to keep a steady pulse while chanting. They will be able to internalise and recall sounds, melodic and rhythmic phrases with increasing aural memory through voice and body percussion and create musical patterns. Children will practice singing in unison with clear diction and control of pitch. They will chant and perform increasingly complex actions to a steady pulse.</p> <p>Children will learn to recognise and read rhythm symbols within phrases using TA, Te-Te and REST and will relate these to actions. Children will work in groups to</p>	<p>Tuned instrument:</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p> <p>Pitch:</p> <p>Children will experiment with different ways the voice can be heard by learning the solfa names and hand signs of Do, Re, Me, So and La and will recognise and sing intervals between these. They will sing from notated rhythm and pitch patterns and full pentatonic notation.</p>	<p>Instrumental Skills:</p> <p>Building upon their learning in class 2, children will further develop their ability to play tuned and untuned instruments with rhythmic accuracy as an accompaniment to singing. They will practice improvising melodic phrases and playing while using thinking voices. Children will experiment with creating layers of sound with ostinatos. They will practice, perform and appraise compositions in groups and as a class.</p> <p>Great Composers</p> <p>Building upon learning in year 1/2, children will learn about another classical composer. Children will learn about Symphony No 5 by</p>

	<p>create 4-beat rhythm sequences with words, based around a theme, before rehearsing and presenting their performances and appraising and improving them. They will then expand their compositions by adding instrumental accompaniments, keeping a steady pulse throughout.</p> <p>Singing Games:</p> <p>Children will learn new singing games and practice singing them with melodic and rhythmic accuracy while tapping a steady pulse. They will be able to follow cue word actions and learn to pass taps at a consistent tempo. Children will create their own clapping sequences to a steady pulse before performing and appraising these.</p> <p>Christmas Nativity:</p> <p>The children will learn new songs off by heart, they will sing as a group using their voices expressively and creatively via the timbre and dynamics as they create the atmosphere which will tell the Christmas story.</p>	<p>Children will reinforce their understanding of pulse, rhythm and pitch intervals using a pentatonic song and will use tuned instruments to play pulse, rhythm and to pick out melodies. They will experiment with ostinatos and begin to layer sounds as well as practicing performing in two parts.</p> <p>Children will apply their learning in order to compose their own rhythm and pitch notations for the class to practice and perform together and individually.</p>	<p>Ludwig Van Beethoven. They will listen and reflect on this piece of orchestral music, invent their own musical motifs and structure them into a piece, perform as an ensemble and learn musical language appropriate to the task including 'coda' and 'sonata'.</p> <p>Ludwig Van Beethoven</p>
	<p>Vocabulary: rhythm, pulse, copy, chant, Ta, Te-Te, REST, compose, texture, words, layers, performance, analyse, memory, memorise, sequence</p>	<p>Vocabulary: Do, Re, Mi, So, La, pitch, interval, pulse, rhythm</p>	<p>Vocabulary: rhythm, improvise, internalise, pulse, pitched, unpitched, coda, graphic score, movement, pitched percussion, sonata, symphony, tune, unpitched percussion, jagged, smooth, orchestra, exposition, development, recapitulation, recap</p>
<p>Skills covered in each unit</p>			

	<p style="text-align: center;">Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Play singing games and clapping games • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Pitching</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) <p>Singing</p> <ul style="list-style-type: none"> • Sing words/phrases of a song in their heads (thinking voice) • Sing with expression • Sing/play appropriate material confidently and fluently • Make improvements to singing - rehearse together to achieve 	<p style="text-align: center;">Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Play singing games and clapping games • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Pitching</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) <p>Singing</p> <ul style="list-style-type: none"> • Sing words/phrases of a song in their heads (thinking voice) • Sing with expression • Sing/play appropriate material confidently and fluently • Make improvements to singing - rehearse together to achieve objectives • Use graphic notation to illustrate the 	<p style="text-align: center;">Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Singing</p> <ul style="list-style-type: none"> • Sing/play appropriate material confidently and fluently • Use graphic notation to illustrate the shape and formation of melodies <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) <p>Control</p>
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	<p>objectives</p> <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Maintain own part with awareness of how the different parts fit together to achieve an overall effect <p>Evaluating</p> <ul style="list-style-type: none"> ● Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it ● Contribute to a class performance ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances <p style="text-align: center;">Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and</p>	<p>shape and formation of melodies</p> <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> ● Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) <p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Maintain own part with awareness of how the different parts fit together to achieve an overall effect <p>Notation</p> <ul style="list-style-type: none"> ● Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it ● Contribute to a class performance ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances 	<ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Maintain own part with awareness of how the different parts fit together to achieve an overall effect <p>Notation</p> <ul style="list-style-type: none"> ● Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it ● Contribute to a class performance ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances <p style="text-align: center;">Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> ● Recognise and explore the ways sounds can be combined and used expressively ● Identify how songs are structured and accompanied ● Express song meanings/lyrics using
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	<p>musicians</p> <p>Listening</p> <ul style="list-style-type: none"> • Learn new songs quickly; sing from memory • Identify rhythmic patterns, instruments and repetitions of sound/pattern 	<p>Improvising and Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively • Identify how songs are structured and accompanied • Identify and control different ways instruments make sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance • Create repeated patterns and combine several layers of sound with awareness of the combined effect <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) <p>Composing</p> <ul style="list-style-type: none"> • Select and sequence pitches (limited range) to create melodic phrases • Compose music in pairs - and small groups • Use a variety of notations including 'graphic score' - pictograms etc. • Develop an ability to represent sounds and symbols in movement/words/with 	<ul style="list-style-type: none"> • voices or instruments • Identify and control different ways instruments make sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance • Create repeated patterns and combine several layers of sound with awareness of the combined effect <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) <p>Composing</p> <ul style="list-style-type: none"> • Combine sounds to create textures • Compose sequences using notated rhythms • Compose music in pairs - and small groups • Explore, choose, combine, organise and record musical ideas within musical structures • Use a variety of notations including 'graphic score' - pictograms etc. • Develop an ability to represent sounds and symbols in movement/words/with instruments • Use staff notation as a support • Look at the music and follow each part <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of</p>
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		<p>instruments</p> <ul style="list-style-type: none"> ● Use staff notation as a support ● Look at the music and follow each part <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Listening</p> <ul style="list-style-type: none"> ● Listen with attention to detail and internalize and recall sounds with increasing aural memory ● Learn new songs quickly; sing from memory ● Internalise short melodies and play these on pitched instruments (play by ear) 	<p>high quality music drawn from different traditions and from great composers and musicians.</p> <p>Listening</p> <ul style="list-style-type: none"> ● Listen with attention to detail and internalize and recall sounds with increasing aural memory ● Identify rhythmic patterns, instruments and repetitions of sound/pattern ● Internalise short melodies and play these on pitched instruments (play by ear) ● Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised ● Recognise how the different musical elements are combined and used expressively <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary ● Evaluate how venue, occasion and purpose affects the way music is created performed and heard ● Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary ● Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians
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Year 3/4 (Cycle B)

Focussed Enquiries	Rhythm and Pulse Singing Games Christmas Nativity	Tuned Instrument Pitch	Instrumental Skills Great Composers
<p>What and Why?</p>	<p>Rhythm and Pulse:</p> <p>Children will develop their ability to keep a steady pulse while chanting and performing increasingly complex actions. They will be able to accurately internalise and recall sounds, rhythm patterns and melodies and will be able to clarify the difference between the pulse and the rhythm. They will learn to recognise and read different rhythm symbols within phrases using TA, Te-Te and REST and create musical patterns in 3 parts with pulse, rhythm and ostinatos.</p> <p>Children will play rhythmic phrases on percussion instruments and will rehearse and perform in groups. They will listen carefully to each other and keep in time. As well as using instruments, children will also use their voices and body percussion to compose and play rhythm rounds in groups.</p> <p>Singing Games:</p> <p>Children will learn a range of clapping games, ball games, skipping games and French elastics games. They will be able to sing with melodic and rhythmic accuracy and learn cue word actions before creating their own clapping sequences to a steady pulse, performing and appraising. They will use body percussion and claves to tap</p>	<p>Tuned instrument:</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p> <p>Pitch:</p> <p>Children will continue to develop their understanding of pitch by experimenting with different ways that their voice can be used. They will learn the solfa names and hand signs of full pentatonic notation and be able to recognise and sing the intervals between Do, Re, Mi, So and La from notated rhythm and pitch patterns. They will then use tuned instruments to play pulse and rhythm and to pick out melodies before experimenting with ostinatos and beginning to layer sounds. Children will practice performing in two parts both as a class and individually and will compose their own rhythmic and pitch notations for the class to practice and perform.</p>	<p>Instrumental Skills:</p> <p>Children will build on their knowledge of using instruments by echoing 4-beat rhythms on untuned percussion before internalising the pulse and rhythm of songs and playing them with increasing levels of control and accuracy. They will be able to think up and play their own rhythm patterns in unison, as an accompaniment and with thinking voices. They will create layers of sound with tuned ostinatos and practice and perform in groups in two parts. Children will improvise and compose rhythm patterns in groups and play untuned instruments from their own notation with rhythmic accuracy.</p> <p>Great Composer:</p> <p>Children will broaden their knowledge of classical composers by learning about The Nutcracker by Pyotr Ilych Tchaikovsky. They will listen and reflect on a piece of orchestral music and create their own dances to it. They will create their own rhythmic ostinatos and structure them into a piece. Children will perform a waltz as an ensemble and will learn some simple staff notation. Within this unit, children will learn a variety of musical language in order to develop their musical vocabulary.</p> <p>Pyotr Ilyich Tchaikovsky</p>

	<p>rhythmic phrases. Children will be able to internalise as well as use movements to show mastery of fast and slow pulse and awareness of space and time. They will play games out loud and with thinking voices and will be able to perform in groups.</p> <p>Christmas Nativity:</p> <p>The children will learn new songs off by heart, they will sing as a group using their voices expressively and creatively via the timbre and dynamics as they create the atmosphere which will tell the Christmas story.</p>		
	<p>Vocabulary: rhythm, pulse, chant, ostinato, sequence, phrase, internalise</p>	<p>Vocabulary: Do, Re, Mi, So, La, pitch, interval, pulse, rhythm</p>	<p>Vocabulary: Rhythm, improvise, internalise, pulse, ostinato, layers, texture, ballet, bar, crescendo, melody, pitched percussion, pulse, ternary form, unpitched percussion</p>

Skills covered in each unit

	<p>Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) 	<p>Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) 	<p>Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p>
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	<p>Chants and Rhymes</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing ● Play singing games and clapping games ● Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Pitching</p> <ul style="list-style-type: none"> ● Sing in tune in a group and alone ● Sing using a limited range of notes (i.e. middle C to D octave above) <p>Singing</p> <ul style="list-style-type: none"> ● Sing words/phrases of a song in their heads (thinking voice) ● Sing with expression ● Sing/play appropriate material confidently and fluently ● Make improvements to singing - rehearse together to achieve objectives <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse 	<p>Chants and Rhymes</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing ● Play singing games and clapping games ● Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Pitching</p> <ul style="list-style-type: none"> ● Sing in tune in a group and alone ● Sing using a limited range of notes (i.e. middle C to D octave above) <p>Singing</p> <ul style="list-style-type: none"> ● Sing words/phrases of a song in their heads (thinking voice) ● Sing with expression ● Sing/play appropriate material confidently and fluently ● Make improvements to singing - rehearse together to achieve objectives ● Use graphic notation to illustrate the shape and formation of melodies <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> ● Create and control sounds on instruments (including tempo/speed- 	<p>Chants and Rhymes</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing ● Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Singing</p> <ul style="list-style-type: none"> ● Sing/play appropriate material confidently and fluently ● Use graphic notation to illustrate the shape and formation of melodies <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> ● Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) ● Select instruments and create sounds to describe visual images <p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Maintain own part with awareness of how the different parts fit together to
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	<p>when playing instruments</p> <ul style="list-style-type: none"> • Perform a repeated pattern to a steady pulse • Maintain own part with awareness of how the different parts fit together to achieve an overall effect <p>Evaluating</p> <ul style="list-style-type: none"> • Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it • Contribute to a class performance • Rehearse together to achieve objectives • Suggest Ideas and preparations for performances <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> • Learn new songs quickly; sing from memory • Identify rhythmic patterns, instruments and repetitions of sound/pattern 	<p>dynamics/volume and pitch)</p> <p>Control</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse • Maintain own part with awareness of how the different parts fit together to achieve an overall effect <p>Notation</p> <ul style="list-style-type: none"> • Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> • Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it • Contribute to a class performance • Rehearse together to achieve objectives • Suggest Ideas and preparations for performances <p>Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively • Identify how songs are structured and accompanied 	<p>achieve an overall effect</p> <p>Notation</p> <ul style="list-style-type: none"> • Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> • Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it • Contribute to a class performance • Rehearse together to achieve objectives • Suggest Ideas and preparations for performances <p>Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively • Identify and control different ways instruments make sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance • Create repeated patterns and combine several layers of sound with awareness
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		<ul style="list-style-type: none"> ● Identify and control different ways instruments make sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> ● Explore repeated patterns in music/art/dance ● Create repeated patterns and combine several layers of sound with awareness of the combined effect <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> ● Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) <p>Composing</p> <ul style="list-style-type: none"> ● Select and sequence pitches (limited range) to create melodic phrases ● Compose music in pairs - and small groups ● Use a variety of notations including 'graphic score' - pictograms etc. ● Develop an ability to represent sounds and symbols in movement/words/with instruments ● Use staff notation as a support ● Look at the music and follow each part <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p>	<p>of the combined effect</p> <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> ● Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) <p>Electronic</p> <ul style="list-style-type: none"> ● Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds <p>Composing</p> <ul style="list-style-type: none"> ● Combine sounds to create textures ● Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movementsactions ● Compose sequences using notated rhythms ● Join sequences together to create structures of rhythmic, descriptive or dance patterns ● Compose music in pairs - and small groups ● Explore, choose, combine, organise and record musical ideas within musical structures ● Use a variety of notations including 'graphic score' - pictograms etc. ● Develop an ability to represent sounds and symbols in movement/words/with instruments ● Use staff notation as a support ● Look at the music and follow each part <p>Listening, Developing Knowledge and</p>
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Listening

- Listen with attention to detail and internalize and recall sounds with increasing aural memory
- Learn new songs quickly; sing from memory
- Internalise short melodies and play these on pitched instruments (play by ear)

Understanding

Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.

Listening

- Listen with attention to detail and internalize and recall sounds with increasing aural memory
- Identify rhythmic patterns, instruments and repetitions of sound/pattern
- Internalise short melodies and play these on pitched instruments (play by ear)
- Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised
- Explain how sounds can create different intended effects
- Recognise how the different musical elements are combined and used expressively

Knowledge and Understanding

- Identify descriptive features in art and music
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- Evaluate how venue, occasion and purpose affects the way music is created performed and heard
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
- Develop an understanding of a wide

			range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians
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Year 4/5 (Cycle A)			
Focussed Enquiries	Rhythm and Pulse Singing Games Christmas Nativity	Pitch Instrumental Skills	Tuned Instrument Musician
What and Why?	<p>Rhythm and Pulse:</p> <p>Children will continue their knowledge and understanding of rhythm and pulse from previous classes by chanting to a steady pulse. Children will practice singing in unison while maintaining actions to a steady pulse.</p> <p>Children will also practice their recall of increasingly lengthy rhythm patterns. To read rhythm notations. To take part in pieces with 3 layers of sound, including ostinatos and to maintain their own part with an awareness of how the other parts fit</p> <p>Children will also play rhythm patterns on percussion instruments and improvise rhythmic patterns using body percussion and movement to then compose sequences in groups, building and reducing layers of movement.</p> <p>Singing Games:</p> <p>Children will learn playground games. To sing with clear diction and to chant with</p>	<p>Pitch:</p> <p>Children will experiment with different ways the voice can be used and be able to recognise intervals. Children will be able to read simple notated rhythm and pitch patterns. Children will play melodies on tuned instruments and create accompaniments to a song and create 3 layers of sound with drones, ostinatos and melodies.</p> <p>Children will practise and perform as a class and individually and compose their own rhythm and pitch notations for the class to practice and perform.</p> <p>Instrumental Skills:</p> <p>Children will be able to recognise and respond to repeated rhythm patterns with instruments. and to echo 4-beat rhythm patterns on untuned percussion. Children will be able to think up and play rhythm patterns in unison with control and accuracy to then practise and perform in a group.</p> <p>Children will be able to play tuned and untuned</p>	<p>Tuned instrument</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p> <p>Musician</p> <p>Grasyna Bacewicz</p>

	<p>rhythmic accuracy. To clap to a steady pulse and to coordinate bouncing and catching a ball to a steady, continuous pulse.</p> <p>Children will sing with clear diction and a sense of phrase. Children will play rhythmic phrases with control and accuracy on percussion instruments while internalising words. Children will practice passing claves to a steady pulse while singing and will internalise words and play rhythmic phrases</p> <p>Christmas Nativity:</p> <p>Children will use their knowledge and skills from previous classes and this unit to learn and practice singing to contribute to the school nativity.</p>	<p>instruments with control and accuracy. They will be able to internalise the rhythm and melody of a song and use ostinatos to create melodic layers and to practise and perform.</p>	
	<p>Vocabulary: steady, pulse, rhythmic phrase, percussion, notation, clave, layers, chanting</p>	<p>Vocabulary: orchestra, pulse, rest, rhythm, scale, sharp, slur, staccato, staff, layering, ostinatos, control</p>	<p>Vocabulary:</p>
Skills covered in each unit			
	<p style="text-align: center;">Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> Use voices to create and control sounds (including tempo/speed- 	<p style="text-align: center;">Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> Use voices to create and control sounds (including tempo/speed- 	<p style="text-align: center;">Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Chants and Rhymes</p> <ul style="list-style-type: none"> Keep in time with a steady pulse when chanting, singing or moving. Be aware

	<ul style="list-style-type: none"> dynamics/volume and pitch) • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Play singing games and clapping games • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts • Sing songs written in different metres - tap the pulse on the strong beats <p>Pitching</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) <p>Singing</p> <ul style="list-style-type: none"> • Sing with expression • Make improvements to singing - rehearse together to achieve objectives • Use graphic notation to illustrate the shape and formation of melodies • Sing/play with increased control, expression, fluency and confidence • Breathe in agreed places to identify phrases. • Sing a round in two parts - identify the melodic phrases and how they fit together 	<ul style="list-style-type: none"> dynamics/volume and pitch) • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Play singing games and clapping games • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts <p>Pitching</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) • Sing with control of pitch <p>Singing</p> <ul style="list-style-type: none"> • Sing words/phrases of a song in their heads (thinking voice) • Sing with expression • Sing/play appropriate material confidently and fluently • Sing/play with increased control, expression, fluency and confidence • Sing with clear diction, a sense of phrase and musical expression <p>Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> • Create and control sounds on 	<ul style="list-style-type: none"> of correct posture whilst singing/playing • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) <p>Singing</p> <ul style="list-style-type: none"> • Sing/play appropriate material confidently and fluently • Sing/play with increased control, expression, fluency and confidence <p>Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) <p>Control</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Play instruments with control and rhythmic accuracy • Perform a round confidently using voices and instruments. Be aware of other parts when playing an
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	<p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Play instruments with control and rhythmic accuracy ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part <p>Evaluating</p> <ul style="list-style-type: none"> ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience ● Refine and improve their own and others' work in relation to the intended effect ● Perform with awareness of audience, venue and occasion <p style="text-align: center;">Improvising ang Experimenting</p>	<p>instruments (including tempo/speed-dynamics/volume and pitch)</p> <p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Maintain own part with awareness of how the different parts fit together to achieve an overall effect ● Play instruments with control and rhythmic accuracy ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part ● Play simple chords in sequence <p>Notation</p> <ul style="list-style-type: none"> ● Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience ● Refine and improve their own and others' work in relation to the intended effect ● Perform with awareness of audience, venue and occasion 	<p>independent part</p> <ul style="list-style-type: none"> ● Play simple chords in sequence ● Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment <p>Notation</p> <ul style="list-style-type: none"> ● Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Contribute to a class performance ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience <p style="text-align: center;">Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> ● Recognise and explore the ways sounds can be combined and used expressively ● Identify how songs are structured and accompanied ● Express song meanings/lyrics using voices or instruments ● Identify and control different ways
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	<p>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.</p> <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Devise more complex rhythmic patterns using semi-quavers and rests • Improvise rhythmic patterns over a steady pulse with confidence • Fit different rhythmic patterns together and maintain own part with awareness of the pulse <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Improvise - developing rhythmic and melodic material within given structures - when performing <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> • Learn new songs quickly; sing from memory • Recognise different tempi – speeds of music 	<p>Improvising and Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively • Identify how songs are structured and accompanied • Express song meanings/lyrics using voices or instruments • Identify and control different ways instruments make sounds • Develop musical imagination through experimenting, improvising and adapting sounds • Explore the relationship between sounds • Explore different combinations of vocal sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance • Create repeated patterns and combine several layers of sound with awareness of the combined effect • Devise more complex rhythmic patterns using semi-quavers and rests <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Improvise - devise melodic phrases - using pentatonic scales (limited range of 	<p>instruments make sounds</p> <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance <p>Composing</p> <ul style="list-style-type: none"> • Use a variety of notations including 'graphic score' - pictograms etc. • Use staff notation as a support • Look at the music and follow each part • Play from pitched notation (read music) • Show understanding of how music is produced in different ways and described through relevant established and invented notations <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> • Listen with attention to detail and internalize and recall sounds with increasing aural memory • Identify rhythmic patterns, instruments and repetitions of sound/pattern • Internalise short melodies and play these on pitched instruments (play by ear) • Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural,
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		<p>notes: DEGAB or CDEGA)</p> <p>Composing</p> <ul style="list-style-type: none"> ● Combine sounds to create textures ● Select and sequence pitches (limited range) to create melodic phrases ● Compose music in pairs - and small groups ● Use a variety of notations including 'graphic score' - pictograms etc. ● Develop an ability to represent sounds and symbols in movement/words/with instruments ● Use staff notation as a support ● Look at the music and follow each part ● Play from pitched notation (read music) <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> ● Identify rhythmic patterns, instruments and repetitions of sound/pattern ● Explain how sounds can create different intended effects 	<p>synthesised</p> <ul style="list-style-type: none"> ● Explain how sounds can create different intended effects ● Recognise how the different musical elements are combined and used expressively ● Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods ● Recognise different tempi – speeds of music ● Appraise own work by comparing/contrasting with work of others <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Identify descriptive features in art and music ● Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary ● Evaluate how venue, occasion and purpose affects the way music is created performed and heard ● Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary ● Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians ● Listen with concentration and some engagement to longer pieces of instrumental and vocal music ● Identify how music reflects different intentions ● Identify how music reflects time and place
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			<ul style="list-style-type: none"> Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.
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Year 4/5 (Cycle B)			
Focussed Enquiries	Rhythm and Pulse Singing Games Christmas Nativity	Pitch Instrumental Skills	Tuned Instrument Traditional Music
What and Why?	<p>Children will progress their learning from Year 3 by learning to keep a steady pulse while chanting and to internalise and recall sounds with increasing aural memory. To create musical patterns. They will also sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse.</p> <p>Children will also develop the skills to accurately internalise and recall rhythm patterns and melodies. To clarify the difference between the pulse and the rhythm. This will end with the children creating and performing a group piece using their knowledge.</p> <p>Singing games:</p> <p>Children can learn clapping games that will develop their singing with melodic and rhythmic accuracy. Children will create their own hand clapping sequences to a steady pulse to perform and appraise. Children will sing with clear diction and a</p>	<p>Pitch:</p> <p>Children will experiment with different ways the voice can be used. To recognise and sing the So Mi interval. To learn the solfa names and hand signs of So and Mi. To read simple notated rhythm and pitch patterns. Children will be able to sing from notated rhythm and pitch patterns.</p> <p>Children will also progress and reinforce pulse, rhythm and pitch intervals using a pentatonic song. To use tuned instruments to play pulse, rhythm and to pick out melodies and to experiment with ostinatos and begin to layer sounds and to perform.</p> <p>Instrumental Skills:</p> <p>Children will learn to echo 4-beat rhythm patterns on untuned percussion. To think up and play rhythm patterns in unison with control and accuracy. Children will also be able to play as an accompaniment and with thinking voices.</p> <p>Children will play pulse and rhythm on tuned</p>	<p>Tuned instrument</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p> <p>Traditional Music</p> <p>Aaron Copland</p>

	<p>sense of phrase.</p> <p>Nativity:</p> <p>Other lessons can be used as and when necessary throughout year- i.e. if a term is longer than another active music unit</p> <p>Children will utilise their vocabulary and singing skills learned from previous classes and earlier in the term to learn, practice and perform</p>	<p>instruments with control and accuracy and they will internalise the rhythm and melody of a song through voice and body percussion. Children will then create layers of sound with tuned ostinatos that they will practise and perform in groups.</p>	
	<p>Vocabulary: beat, canon, chant, choir, chord, chord progression, pulse, sequence, recall, aural</p>	<p>Vocabulary: pitch, voice, interval, solfa, notation, pitch pattern, pentatonic, ostinatos, layering</p>	<p>Vocabulary: dynamics, ensemble, choir, flat, semitone, forte, harmony, background, melody</p>

Skills covered in each unit

	<p>Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst 	<p>Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Play singing games and clapping games • Sing songs in unison and two parts • Maintain their own part when singing 	<p>Performing and Singing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Play singing games and clapping games • Sing/perform rhythmically
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	<p>singing/playing</p> <ul style="list-style-type: none"> • Play singing games and clapping games • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts • Sing songs written in different metres - tap the pulse on the strong beats <p>Pitching</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) <p>Singing</p> <ul style="list-style-type: none"> • Sing with expression • Make improvements to singing - rehearse together to achieve objectives • Use graphic notation to illustrate the shape and formation of melodies • Sing/play with increased control, expression, fluency and confidence • Breathe in agreed places to identify phrases. • Sing a round in two parts - identify the melodic phrases and how they fit together <p>Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>songs written in two parts</p> <p>Pitching</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) • Sing with control of pitch <p>Singing</p> <ul style="list-style-type: none"> • Sing words/phrases of a song in their heads (thinking voice) • Sing with expression • Sing/play appropriate material confidently and fluently • Sing/play with increased control, expression, fluency and confidence • Sing with clear diction, a sense of phrase and musical expression <p>Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) <p>Control</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse 	<p>straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p> <ul style="list-style-type: none"> • Sing songs written in different metres - tap the pulse on the strong beats <p>Singing</p> <ul style="list-style-type: none"> • Sing/play appropriate material confidently and fluently • Sing/play with increased control, expression, fluency and confidence <p>Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify Instruments/Sound Effects</p> <ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) <p>Control</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Play instruments with control and rhythmic accuracy • Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or
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	<p>Control</p> <ul style="list-style-type: none"> ● Keep in time with a steady pulse when playing instruments ● Perform a repeated pattern to a steady pulse ● Play instruments with control and rhythmic accuracy ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part <p>Evaluating</p> <ul style="list-style-type: none"> ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience ● Refine and improve their own and others' work in relation to the intended effect ● Perform with awareness of audience, venue and occasion <p>Improvising ang Experimenting</p> <p>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.</p> <p>Control and Change Sounds</p> <ul style="list-style-type: none"> ● Devise more complex rhythmic 	<ul style="list-style-type: none"> ● Maintain own part with awareness of how the different parts fit together to achieve an overall effect ● Play instruments with control and rhythmic accuracy ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part ● Play simple chords in sequence <p>Notation</p> <ul style="list-style-type: none"> ● Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience ● Refine and improve their own and others' work in relation to the intended effect ● Perform with awareness of audience, venue and occasion <p>Improvising ang Experimenting</p> <p>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.</p>	<p>AFRICAN DRUMMING</p> <ul style="list-style-type: none"> ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part ● Play simple chords in sequence ● Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment <p>Notation</p> <ul style="list-style-type: none"> ● Play new pieces by ear and from simple notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Contribute to a class performance ● Rehearse together to achieve objectives ● Suggest Ideas and preparations for performances <p>Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> ● Recognise and explore the ways sounds can be combined and used expressively ● Identify how songs are structured and accompanied ● Express song meanings/lyrics using voices or instruments
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	<p>patterns using semi-quavers and rests</p> <ul style="list-style-type: none"> ● Improvise rhythmic patterns over a steady pulse with confidence ● Fit different rhythmic patterns together and maintain own part with awareness of the pulse <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> ● Improvise - developing rhythmic and melodic material within given structures - when performing <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> ● Learn new songs quickly; sing from memory ● Recognise different tempi – speeds of music 	<p>Explore and Make Sounds</p> <ul style="list-style-type: none"> ● Recognise and explore the ways sounds can be combined and used expressively ● Identify how songs are structured and accompanied ● Express song meanings/lyrics using voices or instruments ● Identify and control different ways instruments make sounds ● Develop musical imagination through experimenting, improvising and adapting sounds ● Explore the relationship between sounds ● Explore different combinations of vocal sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> ● Explore repeated patterns in music/art/dance ● Create repeated patterns and combine several layers of sound with awareness of the combined effect ● Devise more complex rhythmic patterns using semi-quavers and rests <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> ● Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) <p>Composing</p> <ul style="list-style-type: none"> ● Combine sounds to create textures ● Select and sequence pitches (limited range) to create melodic phrases ● Compose music in pairs - and small groups ● Use a variety of notations including 	<ul style="list-style-type: none"> ● Identify and control different ways instruments make sounds ● Develop musical imagination through experimenting, improvising and adapting sounds ● Explore the relationship between sounds ● Explore different combinations of vocal sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> ● Explore repeated patterns in music/art/dance ● Create repeated patterns and combine several layers of sound with awareness of the combined effect <p>Composing</p> <ul style="list-style-type: none"> ● Use a variety of notations including 'graphic score' - pictograms etc. ● Use staff notation as a support ● Look at the music and follow each part ● Play from pitched notation (read music) ● Show understanding of how music is produced in different ways and described through relevant established and invented notations <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p>
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		<p>'graphic score' - pictograms etc.</p> <ul style="list-style-type: none"> • Develop an ability to represent sounds and symbols in movement/words/with instruments • Use staff notation as a support • Look at the music and follow each part • Play from pitched notation (read music) <p style="text-align: center;">Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> • Identify rhythmic patterns, instruments and repetitions of sound/pattern • Explain how sounds can create different intended effects 	<ul style="list-style-type: none"> • Listen with attention to detail and internalize and recall sounds with increasing aural memory • Identify rhythmic patterns, instruments and repetitions of sound/pattern • Internalise short melodies and play these on pitched instruments (play by ear) • Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised • Explain how sounds can create different intended effects • Recognise how the different musical elements are combined and used expressively • Recognise different tempi – speeds of music <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Identify descriptive features in art and music • Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary • Evaluate how venue, occasion and purpose affects the way music is created performed and heard • Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary • Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians • Listen with concentration and some engagement to longer pieces of instrumental and vocal music
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			<ul style="list-style-type: none"> • Identify how music reflects different intentions • Identify how music reflects time and place • Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.
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Year 5/6 (Cycle A)			
Focussed Enquiries	Rhythm and Pulse Singing Games Christmas Nativity	Pitch Instrumental Skills	Traditional Music Tuned Instrument
What and Why?	<p>Rhythm and Pulse: Y5</p> <p>This unit of work builds upon previous learning from lower key stage2. Children will learn to chant to a steady pulse and improvise movements to signal a rest. They will build upon these skills to maintain a steady pulse when singing, adding clapping and movement sequences where necessary. Children will recall rhythm patterns and read rhythm notations. They will take part in pieces with 3 layers of sound, including ostinatos and recall from memory a 16 beat rhythm pattern. Finally, children will be introduced to the rhythm Ta-a and compose this in small groups.</p> <p>Singing games: Y5</p> <p>Children will learn a range of different</p>	<p>Pitch:</p> <p>This unit of work on pitch focusses on experimenting in different ways the voice can be used Children will learn to recognise and sing the So Mi intervals, the solfa names and hand signs of Do, So, Mi and La. This builds upon previous learning from lower key stage 2. Children will sing from notated rhythm and pitch patterns using B A G and Do, Re, Mi, So and La (full pentatonic scale). Finally, they will learn to play melodies on tuned instruments and to create accompaniments to a song.</p> <p>Instrumental Skills:</p> <p>They learn to recognise and respond to repeated rhythm patterns with instruments. To echo 4-beat rhythm patterns on un-tuned percussion. To think up and play rhythm</p>	<p>Traditional Music:</p> <p>Children learn about music from a different culture (India) and focus on Ravi Shankar. This unit or work develops children’s chronological understanding of the history of music. First, children will listen, watch and research about the musician and composer Ravi Shanker. They will develop their knowledge of Ragas, drones and solos and play a raga on a xylophone. Children will then learn the Indian drone syllables that Shankar used in his music. Using untuned instruments children will then combine their ideas together to form a coda. Finally, children will practise and perform their piece.</p> <p>Ravi Shankar</p>

	<p>playground games that incorporate clear diction and rhythmic accuracy. They will be able to throw a ball and clap at a steady pulse. This builds upon learning from the previous unit about pulse. The ideas used in this unit will then be developed to internalise words and play rhythmic phrases with control and accuracy on percussion instruments where children can perform to the class. When singing children will keep to a clear diction.</p> <p>Nativity:</p> <p>The children will learn new songs off by heart, they will sing as a group using their voices expressively and creatively via the timbre and dynamics as they create the atmosphere which will tell the Christmas story.</p>	<p>patterns in unison with control and accuracy. This builds upon learning from the rhythm and pulse unit. They will learn to internalise a rhythm of a song through voices and body percussion. Children will then compose 8-beat rhythm patterns in groups. They will perform and appraise each other's performances.</p>	<p>Tuned instrument:</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p>
	<p>Vocabulary: Pulse, rhythm patterns, notation, ostinatos, Ta- a</p> <p>Diction, rhythmic accuracy, control</p>	<p>Vocabulary: Do, Re, Mi, So and La, pentatonic scale, accompanies, melodies</p> <p>rhythm patterns, unison, control, appraise and percussion.</p>	<p>Vocabulary: Call and response, coda, drone, improvise, pitched percussion, raga and unpitched percussion.</p> <p>Note, musical notation, sound, bars, rests, unison</p>
Skills covered in each unit			
	Performing and Singing	Performing and Singing	Performing and Singing
	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

	<p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts • Sing songs written in different metres - tap the pulse on the strong beats <p>Singing</p> <ul style="list-style-type: none"> • Sing/play with increased control, expression, fluency and confidence • Sing with clear diction, a sense of phrase and musical expression • Control breathing, posture and sound projection. • Breathe in agreed places to identify phrases. • Recognise structures in known songs (identify repeated phrases) • Sing a round in two parts - identify the melodic phrases and how they fit together <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> • Perform a round confidently using 	<p>Vocal Expression and Effects</p> <ul style="list-style-type: none"> • Create different vocal effects when singing and rapping <p>Chants and Rhymes</p> <ul style="list-style-type: none"> • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts • Sing songs written in different metres - tap the pulse on the strong beats <p>Pitching</p> <ul style="list-style-type: none"> • Sing with control of pitch <p>Singing</p> <ul style="list-style-type: none"> • Sing/play with increased control, expression, fluency and confidence • Sing with clear diction, a sense of phrase and musical expression • Control breathing, posture and sound projection. • Breathe in agreed places to identify phrases. • Recognise structures in known songs (identify repeated phrases) • Sing a round in two parts - identify the melodic phrases and how they fit together • Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Singing</p> <ul style="list-style-type: none"> • Sing/play with increased control, expression, fluency and confidence • Breathe in agreed places to identify phrases. • Recognise structures in known songs (identify repeated phrases) • Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> • Play instruments with control and rhythmic accuracy • Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part • Play simple chords in sequence • Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment • Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semibreve) holding for 4 full beats
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	<p>voices and instruments. Be aware of other parts when playing an independent part</p> <p>Notation</p> <ul style="list-style-type: none"> • Perform significant parts from memory and from notations <p>Evaluating</p> <ul style="list-style-type: none"> • Rehearse with others and help achieve a high quality performance showing an awareness of the audience • Refine and improve their own and others' work in relation to the intended effect • Perform with awareness of audience, venue and occasion <p>Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Explore different combinations of vocal sounds <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> • Play instruments with control and rhythmic accuracy • Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part • Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment • Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semibreve) holding for 4 full beats <p>Notation</p> <ul style="list-style-type: none"> • Perform significant parts from memory and from notations <p>Evaluating</p> <ul style="list-style-type: none"> • Rehearse with others and help achieve a high quality performance showing an awareness of the audience • Refine and improve their own and others' work in relation to the intended effect • Perform with awareness of audience, venue and occasion 	<p>Notation</p> <ul style="list-style-type: none"> • Perform significant parts from memory and from notations <p>Evaluating</p> <ul style="list-style-type: none"> • Rehearse with others and help achieve a high quality performance showing an awareness of the audience • Refine and improve their own and others' work in relation to the intended effect • Perform with awareness of audience, venue and occasion <p>Improvising ang Experimenting</p> <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Devise more complex rhythmic patterns using semi-quavers and rests • Improvise rhythmic patterns over a steady pulse with confidence • Fit different rhythmic patterns together and maintain own part with awareness of the pulse <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Recognise combinations of pitched sounds - concords and discord • Improvise - developing rhythmic and melodic material within given structures - when performing <p>Composing</p> <ul style="list-style-type: none"> • Apply knowledge and understanding of how the combined musical elements of
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high quality music drawn from different traditions and from great composers and musicians

Listening

- Recognise different tempi – speeds of music
- Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat

Improvising and Experimenting

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.

Explore and Make Sounds

- Develop musical imagination through experimenting, improvising and adapting sounds
- Explore different textures of un-tuned sounds
- Explore the relationship between sounds
- Explore different combinations of vocal sounds

Control and Change Sounds

- Devise more complex rhythmic patterns using semi-quavers and rests
- Improvise rhythmic patterns over a steady pulse with confidence
- Fit different rhythmic patterns together and maintain own part with awareness of the pulse

Composing

- Create textures by combining sounds

Listening, Developing Knowledge and Understanding

Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and

pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects

- Be aware of some of the basic major scales
- Play from pitched notation (read music)
- Show understanding of how music is produced in different ways and described through relevant established and invented notations

Listening, Developing Knowledge and Understanding

Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.

Listening

- Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods
- Recognise different tempi – speeds of music

Knowledge and Understanding

- Listen with concentration and some engagement to longer pieces of instrumental and vocal music
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary Identify how music

		<p>musicians.</p> <p>Listening</p> <ul style="list-style-type: none"> Recognise different tempi – speeds of music Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat Appraise own work by comparing/contrasting with work of others 	<p>reflects different intentions</p> <ul style="list-style-type: none"> Identify how music reflects time and place Show knowledge and understanding of how time and place can influence the way music is created, performed and heard. Identify and explore musical device Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians
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Year 5/6 (Cycle B)			
Focussed Enquiries	Rhythm and Pulse Singing Games Christmas Nativity	Pitch Instrumental Skills	Musician Tuned Instrument
What and Why?	<p>Rhythm and Pulse- Y6</p> <p>Children will be able to keep a steady beat while playing chanting games. They will be able to carry on the beat while taking into account RESTS. In doing this, children will learn to sing with clear dictation and in two parts. Children will read rhythm notations containing Ta-a, Ta, Te-te and rest (I B A</p>	<p>Pitch- Y6</p> <p>This unit of work on pitch enables children to sing the intervals between Do, Re, Mi, So and La. They will sing from notated rhythm, building upon previously taught skills in the previous unit, and pitch patterns using B A G and Do, Re, Mi, So and La (full pentatonic scale) To play So Mi Do melodies on chime</p>	<p>Musician</p> <p>Children will continue to develop their history of music knowledge by focussing on the German film composer Hans Zimmer. He has composed music for films such as The Lion King and uses modern technology to enhance his music. Children will first listen to, appreciate and discuss his</p>

	<p>G). They will also invent actions to go with each symbol. Children will compose sequences and practise in groups with actions with a view to performing and appraising. Finally, children will compose rhythm rounds in groups, using voices, body percussion and instruments. They will maintain their own part with an awareness of how they other parts fit together. This unit of work builds upon lower key stage two elements of rhythm and pulse.</p> <p>Singing games</p> <p>In this unit children will learn to sing with clear diction and to chant with rhythmic accuracy. They will clap to a steady pulse and coordinate bouncing and catching a ball to a steady, continuous pulse. This element will be taught through playground games. This unit builds upon learning from the previous unit. Their skills will then be developed to sing in rounds.</p> <p>Nativity</p> <p>The children will learn new songs off by heart, they will sing as a group using their voices expressively and creatively via the timbre and dynamics as they create the atmosphere which will tell the Christmas story.</p>	<p>bars. They will then use tuned instruments to create accompaniments to a song. This will include 3 layers of sound with drones, ostinatos and melodies ensuring that all the parts fit together.</p> <p>Instrumental Skills- Y6</p> <p>Children will play repeated rhythm patterns on un-tuned percussion and accompany chanting with instrumental patterns. Children will be taught the concept of counting internally and in unison with control and accuracy, children will use 4 beat rhythm patterns. Finally, children will learn the new rhythm value Ta-a or l and learn how to notate and recognise syncopated rhythms. They will compose rhythm patterns in groups and play un-tuned instruments from their own notation to build and reduce multiple layers of sound. This unit of work builds upon learning from lower key stage 2.</p>	<p>orchestral music. Children will then learn how to create a shimmer and create vocal melodies. Leading on from this, they will learn to play three note repeating patterns and create music motifs inspired by the 'Earth.'</p> <p>Hans Zimmer</p> <p>Tuned instrument</p> <p>The children will begin to learn to play a tuned instrument. They will discover parts of the instrument, how to hold it and what sounds can be possible. They will begin to read music notation as they learn one note at a time and understand what the note means.</p>
	<p>Vocabulary: Beat, RESTS, Ta-a, Ta, Te-te, rhythm rounds and body percussion.</p> <p>Diction, rhythmic, round, continuous pulse</p>	<p>Vocabulary: Do, Re, Mi, So and La, pentatonic scale, drones, ostinatos and melodies</p> <p>Repeated rhythm patterns, unison, control, syncopated rhythms and un-tuned instrument</p>	<p>Vocabulary: Crescendo, duration, dynamics motif, pianissimo, pitched percussion, unpitched percussion,</p> <p>Note, musical notation, sound, bars, rests, unison</p>

Skills covered in each unit

Performing and Singing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Vocal Expression and Effects

- Create different vocal effects when singing and rapping

Chants and Rhymes

- Sing songs in unison and two parts
- Maintain their own part when singing songs written in two parts
- Sing songs written in different metres - tap the pulse on the strong beats

Singing

- Sing/play with increased control, expression, fluency and confidence
- Sing with clear diction, a sense of phrase and musical expression
- Control breathing, posture and sound projection.
- Breathe in agreed places to identify phrases.
- Recognise structures in known songs (identify repeated phrases)
- Sing a round in two parts - identify the melodic phrases and how they fit together

Performing and Singing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Vocal Expression and Effects

- Create different vocal effects when singing and rapping

Chants and Rhymes

- Sing songs in unison and two parts
- Maintain their own part when singing songs written in two parts
- Sing songs written in different metres - tap the pulse on the strong beats

Pitching

- Sing with control of pitch

Singing

- Sing/play with increased control, expression, fluency and confidence
- Sing with clear diction, a sense of phrase and musical expression
- Control breathing, posture and sound projection.
- Breathe in agreed places to identify phrases.
- Recognise structures in known songs (identify repeated phrases)
- Sing a round in two parts - identify the melodic phrases and how they fit

Performing and Singing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Vocal Expression and Effects

- Create different vocal effects when singing and rapping

Chants and Rhymes

- Sing songs in unison and two parts
- Maintain their own part when singing songs written in two parts
- Sing songs written in different metres - tap the pulse on the strong beats

Pitching

- Sing with control of pitch

Singing

- Sing/play with increased control, expression, fluency and confidence
- Sing with clear diction, a sense of phrase and musical expression
- Breathe in agreed places to identify phrases.
- Recognise structures in known songs (identify repeated phrases)
- Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies

	<p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part <p>Notation</p> <ul style="list-style-type: none"> ● Perform significant parts from memory and from notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience ● Refine and improve their own and others' work in relation to the intended effect ● Perform with awareness of audience, venue and occasion <p style="text-align: center;">Improvising ang Experimenting</p> <p>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</p>	<p>together</p> <ul style="list-style-type: none"> ● Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies <p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> ● Play instruments with control and rhythmic accuracy ● Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part ● Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment ● Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semibreve) holding for 4 full beats <p>Notation</p> <ul style="list-style-type: none"> ● Perform significant parts from memory and from notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Rehearse with others and help achieve 	<p style="text-align: center;">Performing ang Playing</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Control</p> <ul style="list-style-type: none"> ● Play instruments with control and rhythmic accuracy ● Perform a round confidently using voices and instruments. ● Be aware of other parts when playing an independent part ● Play simple chords in sequence ● Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment ● Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semibreve) holding for 4 full beats <p>Notation</p> <ul style="list-style-type: none"> ● Perform significant parts from memory and from notations <p>Evaluating</p> <ul style="list-style-type: none"> ● Rehearse with others and help achieve a high quality performance showing an awareness of the audience ● Refine and improve their own and others' work in relation to the intended
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	<p>aural memory.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Explore different combinations of vocal sounds <p>Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p> <p>Listening</p> <ul style="list-style-type: none"> • Recognise different tempi – speeds of music • Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat 	<p>a high quality performance showing an awareness of the audience</p> <ul style="list-style-type: none"> • Refine and improve their own and others' work in relation to the intended effect • Perform with awareness of audience, venue and occasion <p>Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Develop musical imagination through experimenting, improvising and adapting sounds • Explore different textures of un-tuned sounds • Explore the relationship between sounds • Explore different combinations of vocal sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Devise more complex rhythmic patterns using semi-quavers and rests • Improvise rhythmic patterns over a steady pulse with confidence • Fit different rhythmic patterns together and maintain own part with awareness of the pulse <p>Composing</p>	<ul style="list-style-type: none"> • effect • Perform with awareness of audience, venue and occasion <p>Improvising ang Experimenting</p> <p>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.</p> <p>Explore and Make Sounds</p> <ul style="list-style-type: none"> • Develop musical imagination through experimenting, improvising and adapting sounds • Explore different textures of un-tuned sounds • Explore the relationship between sounds • Explore different combinations of vocal sounds <p>Control and Change Sounds</p> <ul style="list-style-type: none"> • Devise more complex rhythmic patterns using semi-quavers and rests • Improvise rhythmic patterns over a steady pulse with confidence • Fit different rhythmic patterns together and maintain own part with awareness of the pulse <p>Create Rhythms and Melodies</p> <ul style="list-style-type: none"> • Recognise combinations of pitched sounds - concords and discords • Improvise - developing rhythmic and melodic material within given structures
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		<ul style="list-style-type: none"> • Create textures by combining sounds <p style="text-align: center;">Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Listening</p> <ul style="list-style-type: none"> • Recognise different tempi – speeds of music • Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat • Appraise own work by comparing/contrasting with work of others 	<p style="text-align: right;">- when performing</p> <p>Electronic</p> <ul style="list-style-type: none"> • Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds <p>Composing</p> <ul style="list-style-type: none"> • Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effect • Be aware of some of the basic major scales • Play from pitched notation (read music) • Show understanding of how music is produced in different ways and described through relevant established and invented notations <p style="text-align: center;">Listening, Developing Knowledge and Understanding</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Listening</p> <ul style="list-style-type: none"> • Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) • Analyse and comment on the
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			<p>effectiveness of how sounds, images and lyrics are used to create different moods</p> <ul style="list-style-type: none">● Recognise different tempi – speeds of music● Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat <p>Knowledge and Understanding</p> <ul style="list-style-type: none">● Listen with concentration and some engagement to longer pieces of instrumental and vocal music● Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary Identify how music reflects different intentions● Identify how music reflects time and place● Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.● Identify and explore musical device● Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics● Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians
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