



Buckstones Community Primary School

Music Medium Term Plans

EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> • Do they join in with singing? • Can they copy sounds? • Can they make sounds using their bodies? • Can they make sounds using instruments? (Un-tuned percussion) 	<p>Singing simple songs and nursery rhymes. Singing songs relating to the topics. Singing songs for Christmas Nativity play. Sound patterns for children to copy. Use of percussion instruments for accompanying songs and stories.</p>
Composing (incl notation)	<ul style="list-style-type: none"> • Can they copy a beat? • Can they change sounds? • Can they change the volume of their sounds? 	<p>Use hand claps or knee pats to copy and keep a beat. Use voices to make loud/quiet sounds - music express pleased to meet you.</p>
Appraising	<ul style="list-style-type: none"> • Can they say how a piece of music makes them feel? 	<p>Different clips of music - fast, slow, bumpy. Children talk about what the music makes them feel like and how they want to move their bodies to each clip of music.</p>

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Performing	<ul style="list-style-type: none"> • Do they join in with singing? • Can they copy sounds? • Can they make sounds using their bodies? • Can they make sounds using instruments? (Un-tuned percussion) 	<p>Singing simple songs and nursery rhymes. Singing songs relating to the topics. Singing songs for Chinese New Year/ Nocturnal animals/Easter . Sound patterns for children to copy. Use of percussion instruments for accompanying songs and stories.</p>
Composing (incl notation)	<ul style="list-style-type: none"> • Can they copy a beat? • Can they change sounds? 	<p>Use hand claps or knee pats to copy and keep a beat. Use instruments and voices to make sound effects for the super hero video clips.</p>
Appraising	<ul style="list-style-type: none"> • Can they say how a piece of music makes them feel? 	<p>Different clips of music - Chinese New Year / Noah / Nocturnal animals Children talk about what the music makes them feel like and how they want to move their bodies to each clip of music.</p>

EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> • Do they join in with singing? • Can they make sounds using instruments? (Un-tuned percussion) • Can they sing songs and play music to accompany? • Can they represent their ideas through music? • Can they follow instructions about when to play/stop/loud/quiet/fast/slow? 	<p>Singing simple songs and hymns Singing songs relating to the topics. Use of percussion instruments for accompanying songs and stories, i.e. we are going on a bear hunt, rainbow fish. Using instruments and music during child initiated activities.</p>
Composing (incl notation)	<ul style="list-style-type: none"> • Can they change the volume of their sounds? • Can they play an instrument with increasing control and keep to a beat? • Can they make sound patterns? • Can they represent their thoughts through music? • Can they represent their feelings through music? 	<p>Using ipad apps to compose sound effects to accompany their own drama. Using instruments and music during child initiated activities and music circle time.</p>
Appraising	<ul style="list-style-type: none"> • Can they say how a piece of music makes them feel? • Can they say what they like/dislike about a piece of music? • Can they describe a piece of music? 	<p>Dancing and moving to music. Using music to accompany stories and talk about the sounds they used and why they were effective/ how they can change them.</p>

Year 1 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing? •Can they clap short rhythmic patterns? •Can they copy sounds? 	<p style="text-align: center;">Autumn 1: Exploring Sounds 'Sounds Interesting' (Music Express)</p> <p>Listen to <i>Sound song</i>, what sounds can the children hear? Teach the song by 'echo-singing' each line, use hands to create a range of different sounds. Sing <i>Hands</i> song.</p>
Composing (incl notation)	<ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? 	<p>Sing <i>Sound Song</i>. Children to each contribute a sound using their bodies. Describe the sounds - loud, quiet, squeaky, long, short, smooth, happy, sad, scary etc.</p> <p>Sing <i>Choose an Instrument</i>, individual children to choose an instrument and accompany the song. Sing and play along to <i>Listen to the East</i> to experiment playing instruments in different ways.</p>
Appraising	<ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? •Can they follow instructions about when to play or sing? 	<p>Sing <i>Choose an Instrument</i> whilst passing a beanbag around the class circle. Whoever holds the beanbag at the end chooses the instrument and responds to the directions to 'play and stop' in the 2nd verse. Play <i>traffic lights</i> to conduct starting and stopping instruments.</p> <p>Sing <i>The wheels on the bus</i> Suggest ways to change voices for each verse eg slow, high, squeaky</p>

etc. Suggest ideas for new verses, perform as a whole class with instruments,

Autumn 2: Exploring Duration
'The long and the short of it' (Music Express)
+ rehearsing for the Christmas performance

Sing *Some sounds are short* to explore making long and short vocal sounds. Listen to *fireworks* and create sounds for each firework picture using own bodies and voices.

Explore instruments to make different firework sounds. Add actions and vocal sounds to the song *It's bonfire night*.

Listen to the duration of sounds made by different instruments in the song *fade or float*. Explore making long and short instrumental sounds then play the *Bubble* game to focus listening.

Last few sessions: Rehearsing songs and choral speaking for the Key Stage 1 Nativity performance.

Year 1- Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing? •Can they clap short rhythmic patterns? •Can they copy sounds? 	<p style="text-align: center;">Spring 1: Exploring pulse and rhythm 'Feel the Pulse' (Music Express)</p> <p>Accompanying a song with instruments played on the beat. Play the 'Get on Board' game - children to move to the beat at changing speeds.</p> <p>Sing I hear Thunder and mark the beat with clapping. Discuss and demonstrate the difference between beat and rhythm, sing Okki-tokki-unga to combine beat and rhythm.</p>
Composing (incl notation)	<ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? 	<p>Sing This Old Man, clap to the beat of the song. Then add word rhythms - incorporate syllables.</p> <p>Read and write simple rhythms using the clap and wiggle score. Improve rhythm patterns to This Old Man.</p>
Appraising	<ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? 	<p>Mark the beat of 'A dragon's very fierce' - think of interesting and suitable ways to mark the beat. Add actions and sounds to create an accompaniment. Perform as a class.</p>

	<p>•Can they follow instructions about when to play or sing?</p>	<p>Spring 2: Exploring Pitch - links to fairytale topic 'Taking Off' (Music Express)</p> <p>Discuss the term 'pitch'. Sing Five little froggies: make actions to match the pitch. Use high, medium and low voices to match each of the 3 bears in the Goldilocks chant.</p> <p>Play Jack's game to recognize pitch movement. Ask the children to try playing this on xylophones in small groups.</p> <p>Revise Jack's game. Then introduce Miss Mary Mac, add whole body actions and read the score.</p> <p>Listen to Hot Cross Buns: match the pitch movement to actions and notation. Play Pease pudding hot using pitch notation.</p> <p>Listen to Jack and the Beanstalk and respond to pitch movement with vocal sounds. Focus on giant's voice - practice his chant together, then play Giant or Jack game.</p>
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Year 1 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing? •Can they clap short rhythmic patterns? •Can they copy sounds? 	<p style="text-align: center;">Summer 1: Exploring instruments and symbols 'What's the score?' (Music Express)</p> <p>'I am the music man' - Children all joining in with the song, with a different child choosing an instrument for each new verse. Afterwards practice using the instruments to play them loudly and quietly, using the accompanying CD to support.</p>
Composing (incl notation)	<ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? 	<p>Using percussion instruments to tap out the beat of the rainforest and coconuts songs - focus on listening carefully and getting the speed of the beat right- not racing ahead.</p> <p>Sing 'Jenny tap the sticks' - changing the name Jenny to names of different children in the class, and the bells to different instruments each time. Can the children respond appropriately?</p>
Appraising	<ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? 	<p>Focus on using symbols to demonstrate volume. Children all using percussion instruments and respond to the symbols which show them how to either play louder, quieter, very quietly or very loudly. Can the children can respond</p>

	<p>•Can they follow instructions about when to play or sing?</p>	<p>appropriately?</p> <p>Summer 2: Exploring timbre, tempo and dynamics 'Rain rain go away' (Music Express)</p> <p>Listen to 'Playful Pizzicato' - discuss what they imagine as they listen - pretend to be different mini-beasts and move to the music.</p> <p>Sing 'Says the bee', add finger actions and choose children to make the 'buzzing' accompaniment. Then 'Lots of worms' - discuss how the sounds and actions of the two songs are very different: speed/tempo.</p> <p>Sing 'Rillaby rill' and then 'Rain rain go away' - adding different and appropriate accompaniments.</p> <p>Listen to 'Shall I sing'? Accompany with hand actions of the flower, rain etc. Practice and perform in pairs/small groups.</p> <p>Use the 'April Showers' ideas to prepare and perform a whole class composition about life in a garden - incorporating the different songs and actions from the last few weeks and thinking particularly about the speed in which different mini-beasts and birds move.</p>
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Year 2- Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they sing and follow the melody (tune)?</p> <ul style="list-style-type: none"> •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? 	<p>LESSON 1</p> <ol style="list-style-type: none"> 1. Demonstrate pitch movement in <i>I jump out of bed in the mornin g</i> with whole body movements 2. Sing <i>Looby Loo</i> and identify pitch movement 3. Listen to <i>Six little ducks that I once knew</i> and play a notation game <p>LESSON 1 Children's Outcomes</p> <ul style="list-style-type: none"> • follow pitch movement with hands and use high, low and middle voices • move up or down following changes in pitch • sing a melody accurately at pitch • recognise that symbols can represent sound <p>LESSON 2</p> <ol style="list-style-type: none"> 1. Sing <i>Six little ducks that I once knew</i> and use instruments and whole bodies to demonstrate pitch movement 2. Improvise <i>Jazzy quacks</i> music to enjoy playing with pitch movement 3. Play <i>Listen, Looby Loo</i> to focus on pitch movement <p>sing a melody accurately at pitch</p> <p>LESSON 2 Children's Outcomes</p> <ul style="list-style-type: none"> • move up or down following changes in pitch • recognise that symbols can represent sound • recognise simple patterns repeated at

		different pitches
Composing (incl notation)	<ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? 	<p>different pitches</p> <p>LESSON 3</p> <ol style="list-style-type: none"> 1. Listen to pitch movement in <i>The prehistoric animal brigade</i> 2. Make a score of <i>The Prehistoric animal brigade</i> melody 3. Listen to <i>Fossils</i> and notice pitch differences in the melody <p><u>LESSON 3 Children's Outcomes</u></p> <ul style="list-style-type: none"> • sing a melody accurately at pitch • move up or down following changes in pitch • sing phrases from notation • recognise simple patterns repeated at different pitches <p>LESSON 4</p> <ol style="list-style-type: none"> 1. Perform <i>The prehistoric animal brigade</i> with a drone accompaniment 2. Sing <i>Fossils in the rock</i> and notice how the pitch moves 3. Perform <i>Fossils in the rock</i> with a drone accompaniment <p><u>LESSON 4 Children's Outcomes</u></p> <ul style="list-style-type: none"> • sing phrases from notation • perform different pitches on percussion instruments • recognise simple patterns repeated at different pitches <p>LESSON 5</p> <ol style="list-style-type: none"> 1. Plan a class arrangement of <i>Fossils in the rock</i> 2. Create a <i>Dinosaur brigade march</i>

		<p>3. Use the <i>Fossils</i> melody to focus on listening.</p> <p><u>LESSON 5 Children's Outcomes</u></p> <ul style="list-style-type: none"> • perform different pitches on percussion instruments • recognise simple patterns repeated at different pitches • create and choose sounds in response to a given stimulus <p>LESSON 6</p> <ol style="list-style-type: none"> 1. Rehearse for a <i>Prehistoric music show</i> 2. Make a plan of the <i>Prehistoric music show</i>. 3. Present the <i>Prehistoric music show</i> to an audience <p><u>LESSON 6 Children's Outcomes</u></p> <ul style="list-style-type: none"> • create and choose sounds in response to a given stimulus
<p>Appraising</p>	<p>Can they improve their own work?</p> <ul style="list-style-type: none"> • Can they listen out for particular things when listening to music? 	<p>Record and appraise together a final performance of the show e.g</p> <p>Did the drone players keep a steady beat?</p> <p>Were the fossil rhythms played accurately?</p> <p>Was the singing clear or were any of the accompanying instruments too loud?</p> <p>How can we improve our performance?</p>

**Year 2
Spring Term**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they sing and follow the melody (tune)?</p> <ul style="list-style-type: none"> •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? 	<p><u>Unit 3 Exploring Pitch</u></p> <p>Lesson 1</p> <ol style="list-style-type: none"> 1. Demonstrate pitch movement in <i>I jump out of bed in the morning</i> with whole body movements 2. Sing <i>Looby Loo</i> and identify pitch movement 3. Listen to <i>Six little ducks that I once knew</i> and play a notation game <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Sing <i>Six little ducks that I once knew</i> and use instruments and whole bodies to demonstrate pitch movement 2. Improvise <i>Jazzy quacks</i> music to enjoy playing with pitch movement 3. Play <i>Listen, Looby Loo</i> to focus on pitch movement <p>sing a melody accurately at pitch</p> <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Listen to pitch movement in <i>The prehistoric animal brigade</i> 2. Make a score of <i>The Prehistoric animal brigade</i> melody 3. Listen to <i>Fossils</i> and notice pitch differences in the melody <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Perform <i>The prehistoric animal brigade</i> with a drone accompaniment 2. Sing <i>Fossils in the rock</i> and notice how the pitch moves 3. Perform <i>Fossils in the rock</i> with a drone accompaniment <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Plan a class arrangement of <i>Fossils in the rock</i> 2. Create a <i>Dinosaur brigade march</i> 3. Use the <i>Fossils</i> melody to focus on listening. <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Rehearse for a <i>Prehistoric music show</i>

		<p>2. Make a plan of the <i>Prehistoric music show</i> and present to the rest of the class.</p> <p><u>Unit 4 What's the score</u></p> <p>Lesson 1</p> <ol style="list-style-type: none"> 1. Sing <i>Make your sound like mine</i> to explore a variety of sounds. 2. Play the <i>Sound puzzle</i> game to identify different groups of instruments. 3. Identify the instruments played in <i>sextet</i> instruments. <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Play <i>Funny name game</i> to explore different ways of using the voice 2. Play <i>Jamaquacks</i> to explore how symbols can be used to represent vocal sounds 3. Play <i>Start conducting</i> to understand how symbols can be used to represent instrumental sounds <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Use the <i>Jamaquacks</i> cards to make and perform sequences of vocal sounds 2. Listen to <i>Cartoon strip</i> to experience how sounds can tell a story 3. Use voices and body percussion to create a class improvisation of <i>Cartoon strip</i> <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Respond to <i>Cartoon strip</i> in movement 2. Use instruments to create a class improvisation of <i>Cartoon strip</i> 3. Play <i>Hairy scary sounds matching game</i> <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Learn <i>The Hairy Scary Castle</i> song 2. Make actions, vocal and body sounds for <i>Hairy scary rooms</i> 3. Play the <i>Hairy scary rooms</i> game with voices and actions <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Compose <i>Hairy scary music</i> using instruments 2. Notate scary room sounds 3. Rehearse and perform <i>The Hairy Scary Castle</i>
<p>Composing (incl</p>	<p>•Can they order sounds to create a beginning, middle and end?</p>	<p><u>Unit 3 Exploring Pitch</u></p> <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Listen to pitch movement in <i>The prehistoric animal brigade</i> 2. Make a score of <i>The Prehistoric animal brigade</i> melody 3. Listen to <i>Fossils</i> and notice pitch differences in the melody

<p>notation)</p>	<ul style="list-style-type: none"> •Can they create music in response to different starting points? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? 	<p>Lesson 4</p> <ol style="list-style-type: none"> 1. Perform <i>The prehistoric animal brigade</i> with a drone accompaniment 2. Sing <i>Fossils in the rock</i> and notice how the pitch moves 3. Perform <i>Fossils in the rock</i> with a drone accompaniment <p><u>Unit 4 What's the score</u></p> <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Respond to <i>Cartoon strip</i> in movement 2. Use instruments to create a class improvisation of <i>Cartoon strip</i> 3. Play <i>Hairy scary sounds matching game</i> <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Learn <i>The Hairy Scary Castle</i> song 2. Make actions, vocal and body sounds for <i>Hairy scary rooms</i> 3. Play the <i>Hairy scary rooms</i> game with voices and actions <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Compose <i>Hairy scary music</i> using instruments 2. Notate scary room sounds 3. Rehearse and perform <i>The Hairy Scary Castle</i>
<p>Appraising</p>	<p>Can they improve their own work?</p> <ul style="list-style-type: none"> •Can they listen out for particular things when listening to music? 	<p><u>Unit 3 Exploring Pitch</u></p> <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Plan a class arrangement of <i>Fossils in the rock</i> 2. Create a <i>Dinosaur brigade march</i> 3. Use the <i>Fossils</i> melody to focus on listening. <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Rehearse for a <i>Prehistoric music show</i> 2. Make a plan of the <i>Prehistoric music show</i> and present to the rest of the class. 3. Children to listen out for drone accompaniment <p><u>Unit 4 What's the score</u></p> <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Compose <i>Hairy scary music</i> using instruments 2. Notate scary room sounds

		<p>3. Rehearse and perform <i>The Hairy Scary Castle</i></p> <p>4. How can the children improve on their initial performance of Hairy Scary Castle?</p>
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**Year 2
Summer Term**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they sing and follow the melody (tune)?</p> <ul style="list-style-type: none"> •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? 	<p><u>Unit 7 Rain, Rain, Go Away</u></p> <p>Lesson 1</p> <ol style="list-style-type: none"> 1. Listen to <i>Mahachagogo</i> and perform the chant in voices which describe different feelings 2. Learn to sing <i>It's gonna be hot</i> and use voices descriptively 3. Listen to <i>Light showers, sunny spells</i> to identify and describe the sounds <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Learn to sing <i>Maja pade</i> 2. Select instruments to accompany <i>Maja pade</i> 3. Listen to <i>Maja pade</i> to notice and identify the accompanying instruments <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Listen to <i>Storm</i> and describe the effect 2. Perform <i>Storm</i> and control the volume 3. Perform <i>Storm</i> with instruments and control volume <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Sing <i>Gonna build a house boat</i> with actions 2. Select and layer sounds for an accompaniment to <i>Gonna build a house boat</i> 3. Improvise a performance of <i>Builder's yard</i> <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Add sounds to the recording of <i>Noah's ark</i> 2. Sing <i>Noah's ark</i> and play <i>Story teller</i> to recognise the episodes of the story 3. Perform <i>Noah's ark</i> without the CD <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Perform <i>Noah's ark</i> with instrumental interludes 2. Retell the <i>Noah's ark</i> story with instruments 3. Appraise the recordings of <i>Noah's ark</i> and share them with another class

		<p>Unit 8 Sounds Interesting</p> <p>Lesson 1</p> <ol style="list-style-type: none"> 1. Play <i>Sunrise sounds</i> to identify sounds in the environment 2. Listen and move to <i>Sun arise</i> 3. Play the <i>Post calypso</i> game to make a variety of sounds using voices <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Sing <i>Just a load of rubbish</i> to explore junk instruments 2. Play the <i>Just junk</i> game 3. Play the <i>Post calypso</i> game with junk instruments <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Sing <i>Sally go round the sun</i> and tap the beat and the rhythm on body percussion 2. Sing <i>Sally go round the sun</i> and tap the beat and rhythm on instruments 3. Rehearse different arrangements of <i>Sally go round the sun</i> <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Sing <i>Teatime shout</i> with tap, scrape, shake actions 2. Make up new verses for <i>Teatime shout</i> 3. Accompany <i>Teatime shout</i> with kitchen soundmakers <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Listen to <i>When I go to bed</i> to identify sounds in the environment 2. Rehearse sounds to accompany <i>When I go to bed</i> 3. Perform sound interludes between the verses of <i>When I go to bed</i> <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Rehearse tapping, shaking and scraping accompaniments to three songs 2. Rehearse movement and dance for <i>Sun arise</i> 3. Direct a performance of <i>From sunrise to sunset</i>
<p>Composing (incl notation)</p>	<ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? 	<p>Unit 7 Rain, Rain, Go Away</p> <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Listen to <i>Storm</i> and describe the effect 2. Perform <i>Storm</i> and control the volume 3. Perform <i>Storm</i> with instruments and control volume <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Sing <i>Gonna build a house boat</i> with actions 2. Select and layer sounds for an accompaniment to <i>Gonna build a house boat</i>

	<ul style="list-style-type: none"> •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? 	<p>3. Improvise a performance of <i>Builder's yard</i></p> <p><u>Unit 8 Sounds Interesting</u></p> <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Sing <i>Teatime shout</i> with tap, scrape, shake actions 2. Make up new verses for <i>Teatime shout</i> 3. Accompany <i>Teatime shout</i> with kitchen soundmakers <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Listen to <i>When I go to bed</i> to identify sounds in the environment 2. Rehearse sounds to accompany <i>When I go to bed</i> 3. Perform sound interludes between the verses of <i>When I go to bed</i>
<p>Appraising</p>	<p>Can they improve their own work?</p> <ul style="list-style-type: none"> •Can they listen out for particular things when listening to music? 	<p><u>Unit 7 Rain, Rain, Go Away</u></p> <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Add sounds to the recording of <i>Noah's ark</i> 2. Sing <i>Noah's ark</i> and play <i>Story teller</i> to recognise the episodes of the story 3. Perform <i>Noah's ark</i> without the CD <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Perform <i>Noah's ark</i> with instrumental interludes 2. Retell the <i>Noah's ark</i> story with instruments 3. Appraise the recordings of <i>Noah's ark</i> and share them with another class <p><u>Unit 8 Sounds Interesting</u></p> <p>Lesson 6</p> <ol style="list-style-type: none"> 1. Rehearse tapping, shaking and scraping accompaniments to three songs 2. Rehearse movement and dance for <i>Sun arise</i> 3. Direct a performance of <i>From sunrise to sunset</i>

Year 3-Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Composing (incl notation)</p>	<p>Can they use different elements in their composition? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling?</p>	<p><u>Music Express - Animal Magic</u></p> <p><u>Introduction</u></p> <p><u>How can music describe different animals?</u></p> <ol style="list-style-type: none"> 1. Discuss how different animals are described by the words and music in <i>Tortoise song</i> 2. Prepare movements to add to the song 3. Perform <i>Tortoise song</i> with mimed greetings and tuned percussion accompaniment 4. Listen to <i>Peter and the Wolf</i> by Prokofiev. Match the musical pieces to the animals in the story, giving reasons for choices. <p><u>Exploration</u></p> <p><u>Using sounds descriptively</u></p> <ol style="list-style-type: none"> 1. Discuss the use of words and music in <i>Sea slugs and jellyfish</i> and in <i>Seagulls</i> 2. Listen to one composer's descriptions of different animals in music 3. Move in character to the music of <i>Bear dance</i> 4. Recognise how musical elements are used and combined to describe different animals <p><u>Match sounds and movement descriptively</u></p> <ol style="list-style-type: none"> 1 Watch some traditional Indian dance

		<p>movements for different animals</p> <ol style="list-style-type: none"> 2. Learn the hand movements for different animals 3. Improvise hand movements to accompany the music, <i>Raga abhogi</i> <p><u>Create sequences of sound in response to movements and sequences of movements in response to sounds</u></p> <ol style="list-style-type: none"> 1. Think of words to describe animal movements 2. Invent music to represent different animal movements 3. Extend the animal movements into a sequence
Performing	<ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? 	<p><u>Bringing it all together</u></p> <p><u>Use narration with sounds and movement</u></p> <ol style="list-style-type: none"> 1. Write a description of an animal's movements 2. Add movement to the animal narrations 3. Perform the animal narrations and mimes
Appraising	<p>Can they improve their work; explaining how it has improved?</p> <ul style="list-style-type: none"> •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? 	<p><u>Developing and improving a group performance</u></p> <ol style="list-style-type: none"> 1. Develop an animal narration and mime as a group 2. Add music to the narration and mime; practise and rehearse 3. Perform and evaluate the final <i>Animal miniatures</i> 4. Comment on the work of other groups

Year 3- Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Composing (incl notation)</p>	<p>Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes?</p>	<p><u>Music Express - The Class Orchestra</u></p> <p><u>Introduction</u></p> <p><u>How are songs accompanied?</u></p> <ol style="list-style-type: none"> 1. Discuss what we mean by accompaniment in music 2. Listen to different ways in which instruments accompany a song 3. Sing the accompaniment to <i>How doth the little crocodile</i> <p><u>Exploration: How can we make our own accompaniment?</u></p> <p><u>Explore melodic phrases</u></p> <ol style="list-style-type: none"> 1. Work with the melody of <i>Hill an' gully</i> 2. Identify and play by ear a melodic phrase of <i>Hill an' gully</i> 3. Explore phrases from <i>Hill an' gully</i> as an introduction to the song <p><u>Explore rhythmic patterns</u></p> <ol style="list-style-type: none"> 1. Explore the different beats of <i>O! Mas Charlie</i> 2. Learn some repeated rhythm patterns

		<p>in <i>Oi Mas Charlie</i></p> <p>3. Combine rhythm patterns from the Song</p> <p><u>Consider the intended effect</u> <u>Know about the use of expressive use of elements</u></p> <ol style="list-style-type: none"> 1. Identify some of the different purposes of songs 2. Listen to a selection of songs which have different purposes 3. Select songs for a radio audience
<p>Performing</p>	<ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? 	<p><u>Identify how different verses could be performed expressively.</u> <u>Perform in different ways,</u> <u>exploring the way the performers are a musical resource.</u></p> <ol style="list-style-type: none"> 1. Create the text for a radio jingle 2. Develop the jingle and explore ways of performing the words 3. Finalise the jingle <p><u>Bringing it all together</u></p> <p><u>Present a class</u> <u>Performance</u></p> <ol style="list-style-type: none"> 1. Decide upon the structure of the radio show 2. Rehearse then perform the class radio

		show
Appraising	<p>Can they improve their work; explaining how it has improved?</p> <ul style="list-style-type: none">•Can they use musical words (the elements of music) to describe a piece of music and compositions?•Can they use musical words to describe what they like and dislike?•Can they recognise the work of at least one famous composer?	Listen to and evaluate a recording of the class radio show

Year 3- Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Composing (incl notation)</p>	<ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? 	<p><u>Salt, Pepper, Vinegar, Mustard - Exploring Singing Games (Music Express)</u></p> <p><u>Introduction: Which singing games do we like and why?</u></p> <ol style="list-style-type: none"> 1. Watch and discuss some playground singing games. 2. Try playing each singing game. 3. Explore the musical and physical characteristics of each singing game. <p><u>Exploration: What are the characteristics of singing games?</u></p> <ol style="list-style-type: none"> 1. Perform the singing games from lesson 1 and watch some new games. 2. Try playing four singing games with different actions. 3. Think about the characteristics singing games have in common. <p><u>Understand that singing games have specific musical characteristics that contribute to their success.</u></p> <ol style="list-style-type: none"> 1. Learn <i>Pass the pebble on</i> and move in time to the steady beat. 2. Play the game, <i>Pass the pebble on</i>. 3. Explore two different pulses in <i>Pass</i>

		<p><i>the pebble on.</i></p> <p><u>Learn to clap/tap the pulse and how to create rhythmic ostinato.</u></p> <ol style="list-style-type: none"> 1. Identify rhythm patterns from different singing games. 2. Play the rhythm patterns on untuned percussion. 3. Play the game, <i>Pass the pebble on</i>, with ostinato accompaniments.
Performing	<p>Can they use different elements in their composition?</p> <ul style="list-style-type: none"> •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? 	<p><u>Bringing it all together: Can we make up our own playground singing games and songs?</u></p> <ol style="list-style-type: none"> 1. Create some text for a singing game. 2. Listen to and copy melodic phrases on the CD. 3. Compose a melody for the singing game. <p><u>Make up their own singing games with tunes and actions and perform their singing games for other people.</u></p> <ol style="list-style-type: none"> 1. Complete the singing game with actions. 2. Each group presents its game to the class. 3. Each group teaches another group its game.
Appraising	<p>Can they improve their work; explaining how it has improved?</p> <ul style="list-style-type: none"> •Can they use musical words (the elements of music) to describe a piece of music and compositions? 	<p><u>Evaluate their own and others' work.</u></p> <p>Ch to express their personal opinions/preferences on the performances. Make suggestions for improvements throughout</p>

	<ul style="list-style-type: none">•Can they use musical words to describe what they like and dislike?•Can they recognise the work of at least one famous composer?	the process, explaining how the improvements would help.
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Year 4 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<p>improvise patterns in <i>Play in The Gap</i> Listen and repeat the rhythm patterns in <i>Kartel</i> Learn to play the ostinato in <i>Chiacona</i> Perform own ostinati for the song - <i>Sui gan</i> Sing suo gan in tune and using the same rhythm Perform own version of <i>Hip Hoppy Kid</i> Learn a song and sing it together Perform class arrangement of <i>Christmas Calypso</i></p>
Composing (incl notation)	<ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<p>Compose own ostinati invent own lyrics to rap Use standard notation (2 notes only) to write an ostinato Explore melodic phrases in <i>Ki yo Wah Ji neh</i> and <i>Christmas Calypso</i></p>
Appraising	<ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 	<p>Discuss the purpose of <i>Christmas Calypso</i> and consider this when creating your own arrangement.</p>

Year 4-Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<p>Follow Pitch Movement in the Song Jibber Jabber</p> <p>Show with hands.</p> <p>Perform own melody on chime bars</p> <p>Perform 'Do Re Mi' song - keeping with the pitch changes.</p> <p>Perform class version of Running around the World</p> <p>Perfom group compostions of Seashore</p>
Composing (incl notation)	<ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<p>Invent a new melody for the song Jibber Jabber - use some notation (not standard but with notes showing general pitch) to record it.</p> <p>Appraise group performances of Skye Boat Song</p> <p>Discuss what a jogging song would sound like (over a couple of weeks, groups produce their own group version of a scene from a piece called Running around the World. They have to take into account what it would be like in each of the countries.</p> <p>Create a group composition of a piece of music to go with Seashore</p>

<p>Appraising</p>	<ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 	<p style="text-align: center;">Discuss purpose and meaning of Skye Boat song</p> <p style="text-align: center;">Identify a scale passage</p> <p style="text-align: center;">Listen to Eine Kleine Nachtmusik and discuss the images which appear in your head. Draw a picture or pattern to show what you imagined as you heard the music.</p> <p style="text-align: center;">Discuss the poem 'Seashore'</p>
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Year 4- Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<p>Practice combining different rhythm patterns using sound signals Sing the Melodies of the Signal Song Use your voice expressively to sing 'A Gnu'</p>
Composing (incl notation)	<ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<p>Produce own class version of The Signal Song Learn 'A Gnu' and perform it expressively. After listening to some of the music about animals, compose and perform our own class composition called 'Animals' groups each produce a section about a different animal that we haven't previously discussed.</p>
Appraising	<ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 	<p>Listen to The Crowded City and identify sound signals within it Listen to a couple of sections of Symphony number 9. Are there any musical signals here? Discuss the way Stravinsky describes the firebird (in The Firebird) What sort of rhythms are used? What instruments? Listen to flight of the Bumblebees and some of Swan lake and discuss how animals are portrayed here too.</p>

Year 5 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they breathe in the correct place when singing?</p> <ul style="list-style-type: none"> •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form 	<p>To be able to maintain a complex rhythmic pattern vocally or on an instrument</p> <p>Combine several layers of sound with awareness of the combined effect</p> <p>Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p> <p>Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Drumming - African:</p> <ol style="list-style-type: none"> 1. African greetings - listen to, learn, rehearse and perform the African greetings - using body percussion - circle game/ Talk about it being a <u>cyclic pattern</u>. 2. Djun djun & Bell patterns - half

		<p>stamps the beat, the other half claps (drum) the pattern. Practise. Learn the bell pattern. Practise. Combine pattern together.</p> <p>3. Cue & Dance movements</p> <p>4. Improvisation - Rehearse ways of altering and embellishing rhythms. Take turns improvising over djun djun and bell cyclic patterns.</p> <p>5. Planning and rehearsing African drumming performance - RECORDING</p>
Composing (incl notation)	<p>Can they change sounds or organise them differently to change the effect?</p> <ul style="list-style-type: none"> •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? 	<p>Drumming - African:</p> <p>Djun djun & Bell patterns - half stamps the beat, the other half claps (drum) the pattern. Practise. Learn the bell pattern. Practise. Combine pattern together.</p> <p>Improvisation - Rehearse ways of altering and embellishing rhythms. Take turns improvising over djun djun and bell cyclic patterns.</p>
Appraising	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <ul style="list-style-type: none"> •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or 	<p>Planning and rehearsing African drumming performance - RECORDING</p>

	<p>others' work?</p> <ul style="list-style-type: none">•Can they choose the most appropriate tempo for a piece of music?•Can they contrast the work of famous composers and show preferences?	
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Year 5 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they breathe in the correct place when singing?</p> <ul style="list-style-type: none"> •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural formse.g. rounds, variations, rondo form 	<p>I can play and perform in solo and ensemble context</p> <p>I can read notation for and clap/tap a 4-beat pattern</p> <p>I can recognise crotchet, quaver and minim rhythms</p> <p>I have experienced the use of staff notation when composing and performing</p> <p>I can maintain a complex melody vocally or on an instrument</p> <p>Hello song - L.B. - greetings in different languages</p> <p>Warm up - Rhythm SWITCH I (Beat - Rhythm)</p> <p>Main: <u>Learn about music notation</u> - 'Flashnote Derby' app Play the Melodic ostinato on Tuned Percussion using classic notation</p> <p><u>Recorders:</u> 'Left up rap'</p>

		<p>'The ghost' 'Busy zoo' 'Take it easy' 'Strictly B' 'Drive' 'Abie's blues' '7 Gs in a row'</p> <p><u>Songs:</u> TOPIC - 'Volcano song' '12 days of Christmas' - sing, add instruments - including tuned - following a written music score;</p>
Composing (incl notation)	<p>Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music?</p>	<p><u>Learn about music notation</u> - 'Flashnote Derby' app Play the Melodic ostinato on Tuned Percussion using classic notation</p> <p><u>Recorders:</u> 'Left up rap' 'The ghost' 'Busy zoo' 'Take it easy' 'Strictly B' 'Drive' 'Abie's blues' '7 Gs in a row'</p>
	<p>Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is</p>	<p><u>Recorders:</u> 'Left up rap' 'The ghost' 'Busy zoo'</p>

Appraising	successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences?	'Take it easy' 'Strictly B' 'Drive' 'Abie's blues' <u>Songs:</u> TOPIC - 'Volcano song' '12 days of Christmas' - sing, add instruments - including tuned - following a written music score;
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Year 5- Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they breathe in the correct place when singing?</p> <ul style="list-style-type: none"> •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms.g. rounds, variations, rondo form 	<p>I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p> <p>I can name different art forms</p> <p>I can discuss my participation in arts</p> <p>I can listen to and appraise music using appropriate vocabulary</p> <p>Hello song Hello ... - Singing Register Hello by LB - chdn to start leading one phrase each</p> <p>Recorders: 'Abie's blues' 'Getting going' 'Mamma Mia' 'Hot cross buns' 'Snappy dresser'</p> <p>Arts Award: Part A: Types of arts; planning artistic activities;</p>

		<p>photo evidence of learning to play recorders;</p> <p>Songs: <i>Mamma Mia</i> TOPIC - 'MadinaTun Nabi'</p>
Composing (incl notation)	<p>Can they change sounds or organise them differently to change the effect?</p> <ul style="list-style-type: none"> •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? 	<p>Recorders: 'Abie's blues' 'Getting going' 'Mamma Mia' 'Hot cross buns' 'Snappy dresser'</p>
Appraising	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <ul style="list-style-type: none"> •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences? 	<p>Recorders: 'Abie's blues' 'Getting going' 'Mamma Mia' 'Hot cross buns' 'Snappy dresser'</p> <p>Songs: <i>Mamma Mia</i> TOPIC - 'MadinaTun Nabi'</p>

Year 5- Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they breathe in the correct place when singing?</p> <ul style="list-style-type: none"> •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms.g. rounds, variations, rondo form 	<p>I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p> <p>I can name and describe my participation in arts</p> <p>I can listen to and appraise music using musical vocabulary</p> <p>Hello song Hello ... - Singing Register H.E.L.L.O - 3 part chanting</p> <p>Recorders: <i>Snappy dresser</i> <i>E is for Enchanted</i> <i>Night lights - 2-part piece</i> <i>Mamma Mia</i> <i>3 note reggae</i> <i>Mary had a little lamb</i></p> <p>Arts Award: Part B:</p>

		<p>What you like about music lessons Listen and appraise 'Pictures at an Exhibition' by M.Mussorgsky - an example of music inspired by another art form Evidence of taking part in art - chdn to bring from home or draw and/or write about school experiences</p> <p>Songs: <i>Mamma Mia</i> <i>Pancake song</i> <i>Three little birds</i> <i>Spring chicken</i></p>
<p>Composing (incl notation)</p>	<p>Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music?</p>	<p>Recorders: <i>Snappy dresser</i> <i>E is for Enchanted</i> <i>Night lights - 2-part piece</i> <i>Mamma Mia</i> <i>3 note reggae</i> <i>Mary had a little lamb</i></p> <p>Arts Award: Part B: What you like about music lessons Listen and appraise 'Pictures at an Exhibition' by M.Mussorgsky - an example of music inspired by another art form Evidence of taking part in art - chdn to bring from home or draw and/or write about school experiences</p> <p>Songs: <i>Mamma Mia</i></p>

		<i>Pancake song</i> <i>Three little birds</i> <i>Spring chicken</i>
Appraising	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <ul style="list-style-type: none"> •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences? 	<p>Recorders:</p> <p><i>Snappy dresser</i> <i>E is for Enchanted</i> <i>Night lights - 2-part piece</i> <i>Mamma Mia</i> <i>3 note reggae</i> <i>Mary had a little lamb</i></p> <p>Arts Award:</p> <p>Part B: What you like about music lessons Listen and appraise 'Pictures at an Exhibition' by M.Mussorgsky - an example of music inspired by another art form Evidence of taking part in art - chdn to bring from home or draw and/or write about school experiences</p> <p>Songs:</p> <p><i>Mamma Mia</i> <i>Pancake song</i> <i>Three little birds</i> <i>Spring chicken</i></p>

Year 5- Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they breathe in the correct place when singing? •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural formse.g. rounds, variations, rondo form</p>	<p>I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style I can share my Arts Award journey with others</p> <p>Hello song Hello ... - Singing Register H.E.L.L.O - 3 part chanting</p> <p>Recorders: <i>How do you do?</i> <i>Roundabout -improvisation</i> <i>Fee-Fu-Fo-Fum!</i> <i>'C' Swing</i> <i>Rigadoon</i> <i>See shells</i> <i>The 'C' blues</i></p> <p>Arts Award: Part C: Art work/evidence of out of school art activities Musical and the art forms within it</p>

		<p>Advertising their performances Sharing the Arts Award journey</p> <p>Songs: <i>Mamma Mia</i></p>
Composing (incl notation)	<p>Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music?</p>	<p>Recorders: <i>How do you do?</i> <i>Roundabout -improvisation</i> <i>Fee-Fu-Fo-Fum!</i> <i>'C' Swing</i> <i>Rigadoon</i> <i>See shells</i> <i>The 'C' blues</i></p> <p>Arts Award: Part C: Art work/evidence of out of school art activities Musical and the art forms within it Advertising their performances Sharing the Arts Award journey</p> <p>Songs: <i>Mamma Mia</i> <i>Go to the Park - GM Music Hub Song 2017</i></p>
Appraising	<p>Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work?</p>	<p>Recorders: <i>How do you do?</i> <i>Roundabout -improvisation</i> <i>Fee-Fu-Fo-Fum!</i> <i>'C' Swing</i> <i>Rigadoon</i> <i>See shells</i></p>

	<ul style="list-style-type: none">•Can they choose the most appropriate tempo for a piece of music?•Can they contrast the work of famous composers and show preferences?	<p><i>The 'C' blues</i></p> <p>Arts Award: Part C: Art work/evidence of out of school art activities Musical and the art forms within it Advertising their performances Sharing the Arts Award journey</p> <p>Songs: <i>Mamma Mia</i> <i>Go to the Park - GM Music Hub Song 2017</i></p>
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Year 5- Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Performing</p>	<p>Do they breathe in the correct place when singing? •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural formse.g. rounds, variations, rondo form</p>	<p>I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>I can sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p> <p>I can suggest improvements to my own and others' work, comment on how intentions have been achieved</p> <p>I can show my arts award journey with others</p> <p>Hello song Hello... - singing register 'Hello' in different languages- opportunity to perform solo.</p> <p><u>Recorders</u> Pupils to work in groups on their performances- choosing repertoire from the pieces learnt so far, rehearsing, performing, recording and evaluating.</p> <p><u>Arts award</u></p>

		<p>Part C: Advertising their performances Sharing and evaluating the arts award journey</p> <p>Songs: Topic related: Dragon Ships Who'd be a Viking Woman You can't forget about the Vikings</p>
Composing (incl notation)	<p>Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music?</p>	<p><u>Recorders</u> Pupils to work in groups on their performances-choosing repertoire from the pieces learnt so far, rehearsing, performing, recording and evaluating.</p>
Appraising	<p>Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences?</p>	<p><u>Recorders</u> Pupils to work in groups on their performances-choosing repertoire from the pieces learnt so far, rehearsing, performing, recording and evaluating.</p> <p><u>Arts award</u> Part C: Advertising their performances Sharing and evaluating the arts award journey</p>

Year 6-Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<p>Can they sing a harmony part confidently and accurately?</p> <ul style="list-style-type: none"> •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? 	<p>Drumming - Samba - Brazil</p> <ol style="list-style-type: none"> 1. Pulse and ostinato - high, low, cortador (cutting rhythm) 2. Signal and break (little performance) 3. More ostinato - 'I like to dance', 'I like melons', 'get a cat' 4. Class call and response conversation 5. Performance - RECORD <p>Other:</p> <p>Hello song (K.D.)</p> <p>Che che kule with rhythm cards</p> <p>TOPIC song - 'Switch it on'</p> <p>Work out the melody of the second part (Cool cat) and play it on tuned percussion;</p>
Composing (incl notation)	<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <ul style="list-style-type: none"> •Do they recognise that different forms of notation 	<p>Learn about music notation - 'Flashnote Derby' app</p> <p>Work out the melody of the second part (Cool cat) and play it on tuned percussion;</p>

	<p>serve different purposes?</p> <ul style="list-style-type: none"> •Can they use different forms of notation? •Can they combine groups of beats? 	<p>In groups create own Melodic Ostinati for the song.</p> <p>Christmas song : '12 days of Christmas' - sing, add instruments - including tuned - following a written music score;</p>
<p>Appraising</p>	<p>Can they refine and improve their work?</p> <ul style="list-style-type: none"> •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have had on people of the time? 	<p>Listening - extracts of swing, bebop, scat music and definitions</p>

Year 6-Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<p>Can they sing a harmony part confidently and accurately?</p> <ul style="list-style-type: none"> •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? 	<p>Storm by Benjamin Britten</p> <ul style="list-style-type: none"> • Then rehears and perform with others making use of the interrelated dimensions of music <p>Vocal skills - learn about vocal warm ups and techniques; 'Happy' - 1) lead and second vocal; 2) add glockenspiels (two parts if time allows); 3) <u>improvise</u> on tuned percussion and/or vocally</p>
Composing (incl notation)	<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <ul style="list-style-type: none"> •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats? 	<p>Storm by Benjamin Britten</p> <ul style="list-style-type: none"> • Composition - in groups chdn to create their own Storm Music - GRAPHIC score as a TIMELINE - note Dynamic, Tempo (Challenge - Can you create MELODIC MOTIF?) <p>Composition - finalise the group 'Storm' compositions;</p>

<p>Appraising</p>	<p>Can they refine and improve their work?</p> <ul style="list-style-type: none"> • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on people of the time? 	<p>Storm by Benjamin Britten</p> <ul style="list-style-type: none"> • Listen and appraise - make notes on Listening Log sheets - create a Storm TIMELINE <p>Listen and Appraise:</p> <p><i>'Happy'</i></p> <p><i>'Love will save the day'</i></p> <p><i>'Don't worry be happy'</i></p>

Year 6-Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Performing	<p>Can they sing a harmony part confidently and accurately?</p> <ul style="list-style-type: none"> •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? 	<p>Hip Hop: Introduction to Hip Hop and Rap Performing a Rap Song</p> <p><i>Leavers' Production Songs</i></p>
Composing (incl notation)	<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <ul style="list-style-type: none"> •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats? 	<p>Hip Hop: Beatboxing - including composing beatboxing rhythms Composing a Hook Writing a Rap Chorus and a Verse</p> <p><i>Garage Band - editing skills and sound effects</i> <i>Sampling from two tracks using both backing and sound tracks.</i></p>
Appraising	<p>Can they refine and improve their work?</p> <ul style="list-style-type: none"> •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have 	<p>Hip Hop: Arranging and Performing a Rap Song - record and evaluate</p> <p><i>Presentation of Garage Band work</i></p>

	had on people of the time?	
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