

Music

Know how to:		Know what/key concepts:				
	Autumn	Spring	Summer			
EYFS	<p>In the EYFS children have the opportunities to explore sounds and make music through the continuous provision. There are a range of percussion instruments and simple tuned percussion instruments for children to explore. The outdoor area has a percussion wall. Children are encouraged to respond to what they have heard, expressing their thoughts and feelings. The children are familiar with a wide range of songs and are encouraged to improvise with familiar songs. In nursery children explore the sounds of different instruments through phase 1 phonics activities encouraging them to distinguish between and identify between different sounds of the everyday world and instruments. As children move into Reception, they use the Charanga music curriculum to lay the foundations for KS1. Through Charanga children learn a range of songs, play classroom instruments, perform music and they are exposed to different styles of music and music from around the world.</p> <p>It is expected that by the end of Reception children will be able to:</p> <ul style="list-style-type: none"> - explore and engage in music making and dance, performing solo or in groups - sing a range of well-known nursery rhymes and songs. - perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
<p>Key Stage 1: Pupils should be taught to:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the interrelated dimensions of music 						
Year 1	<p>Hey You!</p> <p>Key Concept/Skills: Old School Hip Hop. Explore how pulse, rhythm and pitch work together.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear.</p>	<p>Rhythm in the Way we Walk and the Banana Rap.</p> <p>Key Concept/ Skills: Reggae. Exploring pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. To recognise high and low sounds in pitch.</p>	<p>In the Groove</p> <p>Key concept/Skill: Old school hip hop</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns.</p>	<p>Round and Round</p> <p>Key concept/Skill: Round and Round – Groove</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names and foods.</p>	<p>Your imagination.</p> <p>Key concept/Skill: Your imagination – pop</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To imagine simple pictures in your mind as you listen to the music.</p> <p>Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns.</p>	<p>Reflect, Rewind and Replay.</p> <p>Key Concepts/Skills: Classical. Explore and learn about the history of music. Look back and consolidate learning. Learning some of the language of music.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>Know how to:- Listen and Appraise Classical music Sing some of the lyrics and melodies. Play instruments within the song</p>

	<p>Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share- a class performance of Hey you with rapping, singing and playing.</p> <p>Key Questions.</p> <p>Can I improvise to a piece of music? Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting?</p> <p>Key Vocabulary: Pulse, rhythm, pitch, rap, melody, unison, saxophone, trumpet, singers, keyboard.</p> <p>Cross curricular links: P/E Dance.</p>	<p>To rap and sing songs in unison. Perform and share- a class performance of Hey you with rapping, singing and playing.</p> <p>Key Questions.</p> <p>Can I improvise to a piece of music? Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting? Can I hear and identify changes in pitch?</p> <p>Key Vocabulary: Pulse, rhythm, pitch, rap, melody, unison, saxophone, trumpet, singers, keyboard.</p> <p>Cross curricular links: P/E Dance.</p>	<p>Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share: A class performance of singing ‘In the groove’.</p> <p>Key questions:</p> <p>Can I listen to and discuss different styles of music? Can I hear and name different instruments being played in the music? Can I repeat short rhythmic patterns accurately?</p> <p>Key vocabulary: Blues, Baroque, Latin, Folk, Funk, pulse, rhythm, pitch, melody, compose, improvise, perform.</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Create/compose own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Identify high and low notes/ changes in pitch. Improvise to a piece of music using own rhythms, simple melodies. Perform as a class the song ‘Round and Round’. To add simple dance movements to the performance.</p> <p>Key questions:</p> <p>Can I improvise to a piece of music? Can I find the pulse in music? Can I use my voice in different ways; speaking, singing, chanting?</p> <p>Key vocabulary: Pitch, Pulse, rhythm, Improvise, compose, singing, keyboard, bass, percussion, trumpet,</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned percussion instruments with the music. Learn to sing the words and melodies of the songs. Improvise Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share the playing of children’s musical ideas and compositions.</p> <p>Key questions:</p> <p>Can I follow musical instruction? Can I compose my own music using different instruments?</p> <p>Key vocabulary: Pulse, rhythm, pitch, improvise, compose, perform.</p> <p>Cross curricular links: English: Speaking and listening/ creativity – using our imaginations.</p>	<p>Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Improvisation using voices and instruments Compose simple rhythm patterns and melodies using the music as a stimuli. Share and perform the learning that has taken place Explain my thoughts and musical ideas using musical language.</p> <p>Key Questions.</p> <p>Can I improvise to a piece of music? Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting?</p> <p>Key vocabulary: Pulse, rhythm, pitch, improvise, compose, perform, classical, baroque, composers.</p> <p>Cross curricular links: English: Speaking and listening.</p>
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<p>Year 2</p>	<p>Hands, Feet, Heart</p> <p>Key concepts and skills: Afropop, South African</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. Play tuned percussion along with the music. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Learn the lyrics and melody to the song Hands, feet, heart.</p>	<p>HO, HO, HO</p> <p>Key Concepts and Skills: To learn how to rap as a style of singing. Develop knowledge of rhythm patterns. To begin to improvise using overall ideas and themes and own ideas. .</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. To recognise changes in pitch, high and low sounds. Play tuned percussion along with the music. (G,A,B) Sing in unison – learning the words to the rap. Improvise with words during the rap song, Perform and share a class performance of the rap ‘Ho Ho Ho’.</p> <p>Key questions: Can I improvise with words during a rap song? Can I find the pulse in music? Can I use my voice in different ways; speaking, singing, chanting? Can I hear and identify changes in pitch?</p>	<p>I Wanna Play in a Band</p> <p>Key Concepts and Skills: Identifying rock as a style of music. Develop ability to play a variety of percussion instruments. To listen to others playing as you play. Playing together in a band</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. Play tuned percussion along with the music. F,D,C. Improvise – creating own rhythm patterns and melodies using notes F,G. Compose a simple melody using simple rhythms, choosing from the notes F,G/ F,G,A. Perform the songs and include your own</p>	<p>Zovertime</p> <p>Key Concepts and Skills: Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. To recognise changes in pitch, high and low sounds. Play tuned percussion along with the music. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Perform the songs and include your own compositions and improvisations.</p>	<p>Friendship song</p> <p>Key Concepts and Skills: Recognise Pop music as a style of music. Develop knowledge of rhythm patterns and be able to repeat them with accuracy. To sing as a choir and individually, Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: - To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. Play tuned percussion along with the music using either 2 or 3 notes. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p>	<p>Reflect, Rewind and Replay</p> <p>Key Concepts/Skills Classical. Explore and learn about the history of music. Look back and consolidate learning. Learning some of the language of music. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: - Listen and Appraise Classical music Sing some of the lyrics and melodies. Play instruments within the song Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Improvisation using voices and instruments Compose simple rhythm patterns and melodies using the music as a stimuli. Share and perform the learning that has taken place</p>
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	<p>Perform by sing the song in unison 'Hands, feet, heart'.</p> <p>Key questions: Can I improvise to a piece of music? Can I find the pulse in music? Can I copy a rhythm pattern accurately? Can I compose a simple melody using tuned percussion?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p> <p>Cross curricular links: History: Nelson Mandela as a famous and influential person in our lifetimes.</p>	<p>Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p> <p>Cross curricular links: Christmas. Literacy - Christmas vocabulary.</p>	<p>compositions and improvisations.</p> <p>Key questions: Can I improvise to a piece of music? Can I find the pulse in music? Can I copy a rhythm pattern accurately? Can I compose a simple melody using tuned percussion?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Cross curricular links: Teamwork, working together.</p>	<p>To recognise changes in pitch. Learn the lyrics and melody to 'The friendship Song'. To perform the song in unison as a class.</p> <p>Key questions: Can I find the pulse in music? Can I copy a rhythm pattern accurately? Can I recognise and identify changes in pitch? Can I compose a simple melody using tuned percussion? Can I improvise to a piece of music?</p> <p>Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Cross curricular links: PSHE – theme: Friendship.</p>	<p>Key questions: Can I sing, play and improvise? Can I find the pulse in music? Can I copy a rhythm pattern accurately? Can I compose a simple melody using tuned percussion?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Explain my thoughts and musical ideas using musical language.</p> <p>Key questions: Can I improvise to a piece of music? Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Cross curricular links: English: Speaking and listening.</p>
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Key Stage 2:

Pupils should be taught:

- to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year 5: Pupils to have the experience of learning how to play an instrument (brass, woodwind). This is to be offered through Edsential as a Wider Opportunities initiative, giving every child in Year 5 a free 10 week taster block of music lessons with a Peripatetic Music teacher. At the end of 10 weeks all children will be offered the opportunity to continue lessons either in small groups or individually. The cost of the lessons and instrumental hire is to be met by parents. Children on Pupil Premium will be offered financial assistance to continue with lessons if they choose.

<p>Year 3</p>	<p>Let Your Spirit Fly</p> <p>Key concept: Develop knowledge and experience of rhythm and pulse. Listening and Appraising: RnB (a mix of Soul, Hip Hop and Gospel music) and other musical styles. To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: Singing – beginning to sing in 2 parts. To be able to play instrumental parts with a song, both by ear and from notation. (notes, CD and E) Improvise using up to 3 notes CD and E. Compose a simple melody using simple rhythms and choosing notes from CD and E, or CDEF and G. Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/composed this song. Key questions: Can I compose a simple melody? Can I identify voices and instruments from a song?</p>	<p>Glockenspiel stage 1</p> <p>Key concept: Exploring and developing playing skills using the glockenspiel. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: Play the notes CDE and F. Learn how to play a variety of simple tunes on tuned percussion instruments using notes CDE and F. Improvise with a piece of Blues music using notes Cand D. Compose simple melodies and songs using notes CDE and F. Perform and share: using musical ideas from composition and improvisation work. Key questions: Can I play and read the notes C, D, E & F? Can I improvise using the notes C & D? Key vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody Cross curricular links:</p>	<p>Three Little Birds</p> <p>Key concept: Reggae, happiness and animals. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: Learn the words and melody to a song and sing in unison. Play instrumental parts with the song using tuned percussion notes CD and E. To play instrumental parts either by ear or from notation. Improvisation: Create individual responses to the song/music using notes CD and E. Compose simple melodies and songs using simple rhythms and notes CDE F and G. Perform and share: using musical ideas from composition and improvisation work. Key questions: Can I sing in unison? Can I find the pulse as I am listening? Key vocabulary: Introduction, verse, chorus, bass, drums, electric guitar,</p>	<p>The Dragon Song</p> <p>Key concept: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. To discuss –do the words of the song tell a story. What picture do they create in your imagination? Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: To play and copy back rhythms using 2 notes on tuned percussion. To learn how to sing simple songs I two parts. Play instrumental parts with the song using tuned percussion notes GA and B. To play instrumental parts either by ear or from notation. Improvisation: Create individual responses to the song/music using notes GA and B. Compose simple melodies and songs using simple rhythms and notes GA and B.</p>	<p>Bringing Us Together</p> <p>Key concept: This is a Disco song about friendship, peace, hope and unity. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. To discuss –do the words of the song tell a story. Find the pulse/steady beat to the music you are listening to. Know how to: To play and copy back rhythms using 2 notes on tuned percussion. To learn how to sing simple songs tuned percussion notes CA and G. To play instrumental parts either by ear or from notation. Improvisation: Create individual responses to the song/music using notes CA and G. Compose simple melodies and songs using simple rhythms and notes CA and G, or CDEG and A. Perform and share: using musical ideas from composition and improvisation work. Key questions: Can I recognise the style indicators?</p>	<p>Reflect, Rewind and Replay</p> <p>Key concepts – Classical music. Look back at the history of music and consolidate learning through rhythm, pulse, notation, listening and appraising, composing and improvising. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of music – when musical ideas are repeated. Recognise and identify instruments you can hear. Find the pulse/steady beat to the music you are to. Know how to: Copy and repeat simple rhythm patterns. To find and maintain a steady beat in a piece of music. To improvise and create own rhythm patterns in response to music. To improvise and create tunes using voices and instruments. To compose simple tunes using a variety of percussion instruments. To revisit songs and pieces of music from throughout the year. Key questions: Can I talk about different styles of music? Can I recognise and name different styles of music?</p>
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	<p>Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p> <p>Cross curricular links: PSHE: Feelings.</p>	<p>English: Speaking and listening.</p>	<p>keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p> <p>Cross curricular links: Humanities: origins of Reggae Music – Bob Marley – Jamaican Music.</p>	<p>Perform and share: using musical ideas from composition and improvisation work.</p> <p>Key questions: Can I use up to 3 notes when playing along with the music? Can I tell an important story through song?</p> <p>Key vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p> <p>Cross curricular links: PSHE: Song covers themes of respect, kindness, friendship, acceptance and happiness.</p>	<p>Can I imagine a story from the song?</p> <p>Key vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p> <p>Cross curricular links: PSHE/ Citizenship: Song covering themes of friendship, peace, hope and unity.</p>	<p>Can I explore and find out about the history of classical music. Can I explore and find out about music from different eras and famous composers?</p> <p>Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments.</p> <p>Cross curricular links: English: Speaking and listening.</p>
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<p>Year 4</p>	<p>Mamma Mia.</p> <p>Key Concepts: Abba's Music. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Find the pulse in different pieces of music you are listening to. Talk about the structure of song/piece of music using musical vocabulary. (introduction, verse, bridge, chorus) Talk about the instruments and voices you can hear in a song/piece of music. Play instrumental parts with a song, both by ear and from notation using up to 3 notes. (G,A,B) Improvise using up to 3 notes G,A,B. Compose a simple melody using simple rhythms and choosing notes from G,A,B, or G,A,B,D,E. Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/composed this song. Key Questions. Can I compose a simple melody using notes and simple rhythms?</p>	<p>Glockenspiel 2.</p> <p>Key Concepts: Exploring and developing playing skills using the glockenspiels. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Copy and repeat more complex rhythm patterns. Revise, read and play the notes C,D,E,F,G. Recognise and hear changes in pitch between the notes C,D,E,F,G. Begin to play simple tunes using the notes C.D,E,F,G. Compose simple melodies using the notes C,D,E,F,G and simple rhythms. Be able to record ideas musically using simple notations. Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/composed this song. Key Questions. Can I compose a simple melody using a range of notes and rhythmic patterns. Can I record my ideas using simple musical notations?</p>	<p>Stop!</p> <p>Key Concepts: Writing lyrics linked to a theme. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Find the pulse in different pieces of music you are listening to. Talk about the structure of song/piece of music using musical vocabulary. (Introduction, verse, chorus, rap) Talk about the instruments and voices you can hear in a song/piece of music. (Digital/electronic sounds, turntables, synthesisers, drums) Join in a rap song, singing in unison and in parts. Compose lyrics for a rap song in the style of the songs learned. Perform compositions – add simple dance moves, explain to audience how you composed this song. Key Questions. Can I write some lyrics for a rap song using my own ideas and themes?</p>	<p>Lean on Me.</p> <p>Key Concepts: Soul/Gospel music and helping one another. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to and sustain it. Play instrumental parts with a song using up to 4 notes. (C,E,F,G) Improvise using up to 3 notes F,G,A and simple rhythms. . Compose a simple melody using simple rhythms and choosing notes from F,G,A, or D,E,F,G,A. Perform and share: Perform compositions – Perform and share: using musical ideas from composition and improvisation work, and explain to audience how you learnt/ composed this song. Key Questions. Can I compose a simple melody using a range of</p>	<p>Blackbird.</p> <p>Key Concepts: The Beatles, equality and civil rights. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Talk about the instruments and voices you can hear in a song/piece of music. Discuss if the words in the song create a picture in your imagination. Learn the melody and words of songs and sing in unison. Play instrumental parts with a song using up to 3 notes. C,D,E. Improvise using up to 3 notes C,D,E and simple rhythms. . Compose a simple melody using simple rhythms and choosing notes from C,D,E or C,D,E,GG,A. Perform and share: Perform compositions – Perform and share: using musical ideas from composition and improvisation work, and explain to audience how you composed this song. Key Questions. Does the song tell a story? Can I discuss the main points or theme to this</p>	<p>Reflect, Rewind and Replay. Key Concepts: The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Listen and Appraise Classical music. Copy and repeat simple rhythm patterns. To find and maintain a steady beat in a piece of music. To improvise and create own rhythm patterns in response to music. To improvise and create tunes using voices and instruments. To compose simple tunes using a variety of percussion instruments. To revisit songs and pieces of music from throughout the year. Singing- learn the lyrics and melodies of different songs – sing in unison and in parts. Play instruments within the song</p>
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	<p>Can I identify voices and instruments from a song? Can I improvise, using my own ideas within the context of the songs we are learning?</p> <p>Key Vocabulary: Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Can I talk about changes in pitch between the notes C,D,E,F,G?</p> <p>Key Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Can I find the pulse when listening to a variety of music and maintain it?</p> <p>Key Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Cross curricular links: PSHE: Theme Bullying</p>	<p>notes and rhythmic patterns.</p> <p>Can I record my ideas using simple musical notations?</p> <p>Key Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Cross curricular links: PSHE: Helping eah other.</p>	<p>song as told through the words?</p> <p>Key Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p> <p>Cross curricular links: History: Civil rights/ citizenship.</p>	<p>Share and perform the learning that has taken place</p> <p>Key Questions. Can I talk about different styles of music? Can I recognise and name different styles of music? Can I explore and find out about the history of classical music. Can I explore and find out about music from different eras and famous composers?</p> <p>Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments.</p> <p>Cross curricular links: English: Speaking and listening.</p>
Year 5	<p>Livin' on a Prayer</p> <p>Key Concepts: Rock anthems. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.</p>	<p>Classroom Jazz 1</p> <p>Key Concepts: Jazz and improvisation. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of music – introduction, lead tune, improvisation, repeated lead tune etc.</p>	<p>Make you feel my Love.</p> <p>Key Concepts: Pop Ballads. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.</p>	<p>The Fresh Prince of Belair Hip Hop.</p> <p>Key Concepts: Old -school Hip Hop. Listening and Appraising To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.</p>	<p>Dancing in the Street.</p> <p>Key Concepts: Motown. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.</p>	<p>Reflect, Rewind and Replay.</p> <p>Key Concepts: The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music. Listening and Appraising: To be able to ask and answer questions about the music.</p>

	<p>Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Find the pulse to the music/song. Identify the tempo of the music – is it fast, slow or in-between? Recognise and talk about changes in dynamics and texture. Talk about the structure of song/piece of music using musical vocabulary. (introduction, verse, bridge, chorus) Talk about the instruments and voices you can hear in a song/piece of music. Play instrumental parts with a song, both by ear and from notation using up to 3 notes. (G,A,B) Improvise using up to 3 notes G,A,B. Compose a simple melody using simple rhythms and choosing notes from G,A,B, or G,A,B,D,E.. Perform and share: Perform compositions – including some improvisations, compositions and instrumental performances. Explain to audience how you learnt/ composed this song.</p> <p>Key Questions: What are the key style indicators of Rock music? How do you know this is Rock music? Key Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge,</p>	<p>Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to: - Recognise the difference between the 3 note Bossa and Swing styles. Recognise and talk about the different instruments they can hear. (Piano, bass, drums, glockenspiel) Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B Improvise in the Bossa Nova style using up to 3 notes G,A,B. Improvise in the swing style using notes D,E,G,A,B.. Perform and share: Perform including some improvisations and instrumental performances.</p> <p>Key Questions: What are the key style indicators of jazz music? How do you know this is Jazz music? Key Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p> <p>Cross curricular links: History: Swing style music – 1940's. Geography: origins of Bossa Nova music – South America.</p>	<p>Recognise and identify instruments and voices you can hear.</p> <p>Know how to:- Find the pulse/steady beat to the music you are listening to. Listen to and identify instruments you can hear. (Strings, piano, guitar, bass, drums. Listen to and talk about the tempo of the music. To listen to identify changes in dynamics throughout the song. Recognise and talk about how the combined elements of tempo, dynamics, pitch create texture within the music. To learn the words and melodies to songs and sing in unison. Play instrumental parts with the song by ear and/or from notation using the notes C,D,E. Improvise rhythms and melodies using notes C,D,E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Perform and share: Perform compositions – including some improvisations, compositions and instrumental performances. Explain to audience how you learnt/ composed this song.</p> <p>Key Questions: What are the key style indicators of Pop ballads. Do the words in the song tell a story? How does the song make you feel?</p> <p>Key Vocabulary:</p>	<p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Find the pulse/steady beat to the music you are listening to. Listen to and talk about the tempo of the music. To listen to identify changes in dynamics throughout the song. Recognise and talk about how the combined elements of tempo, dynamics, pitch create texture within the music. Recognise and talk about how the structure of the song is created:- Verses, introduction, chorus, tag ending, interlude. Sing along with the song and rap. Play instrumental parts with the song by ear and/or from notation using the notes D,G,A. Improvise rhythms and melody using up to 3 notes, D,G,F. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A Perform and share: Perform compositions – including some improvisations, compositions and instrumental performances. Explain to audience how you learnt/ composed this song.</p> <p>Key Questions: What are the key style indicators of Hip Hop music? How do you know this is Hip Hop music?</p>	<p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Find the pulse/steady beat to the music you are listening to. Recognise, identify and discuss the structure of the song:- verse, introduction, bridge. Talk about the instruments and voices you can hear in a song/piece of music. Listen to and talk about the tempo of the music. To listen to identify changes in dynamics throughout the song. Recognise and talk about how the combined elements of tempo, dynamics, pitch create texture within the music. To learn the words of the song and melody and sing in unison. To recognise and copy more complex rhythm patterns Play instrumental parts with the song by ear and/or from notation using the notes F,G. Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G Improvise rhythm patterns and melodies using notes D,E and D,E,F. Perform and share: Perform compositions – including some improvisations, compositions and instrumental performances. Explain to audience how you learnt/ composed this song.</p> <p>Key Questions:</p>	<p>To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen and Appraise Classical music Sing in unison and in parts. Play instruments within the song Improvisation using voices and instruments Compose simple melodies and songs using the music as stimuli. Share and perform the learning that has taken place</p> <p>Key Questions: Can I talk about different styles of music? Can I recognise and name different styles of music? Can I explore and find out about the history of classical music. Can I explore and find out about music from different eras and famous composers? Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments.</p> <p>Cross curricular links:</p>
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	<p>riff, hook, improvise, compose</p> <p>Cross curricular links: History: Life in the 1980's.</p>		<p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Do you know of any other Hip hop artists that you enjoy listening to?</p> <p>Key Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>What are the key style indicators of Motown music?</p> <p>How do you know this is Motown music?</p> <p>Key Vocabulary: :Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Cross curricular links: PE: Dance: adding choreography to won compositions.</p>	<p>English: Speaking and listening.</p>
Year 6	<p>Happy</p> <p>Key Concepts: Being happy!</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Find the pulse in different pieces of music you are listening to. Talk about the structure of song/piece of music using musical vocabulary. (introduction, verse, bridge, chorus)</p>	<p>Classroom Jazz 2.</p> <p>Key Concepts: Jazz, improvisation and composition.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen & Appraise: Bacharach Anorak and Meet The Blues:- Recognise and discuss the style of the Jazz music. Identify the instruments you can hear. Identify how many voices you can hear.</p>	<p>A New Year Carol.</p> <p>Key Concepts: Benjamin Britten's music and cover versions.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen & Appraise: A New Year Carol (The music of Benjamin Britten) Recognise and discuss the style of the music. Identify the instruments you can hear. Identify how many voices you can hear.</p>	<p>You've got a friend.</p> <p>Key Concepts: The music of Carole King.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen & Appraise: You've Got A Friend (The music of Carole King) Recognise and describe the style of the music. Describe the structure. Identify and discuss instruments/voices you can hear?</p>	<p>Music and Me.</p> <p>Key Concepts: Improvisation and composition. Creating own musical ideas inspired by women in the music industry.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen & Appraise music from four different inspirational female artists As you listen to each of the featured artists, think about: What could you hear?</p>	<p>Reflect, Rewind and Replay.</p> <p>Key Concepts: The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen and Appraise Classical music Sing in unison and in parts.</p>

	<p>Talk about the instruments and voices you can hear in a song/piece of music. To be able to identify and talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together within a song. Play instrumental parts with a song, both by ear and from notation using up to 3 notes. (G,A,B) Improvise using up to 3 notes G,A,B. Compose a simple melody using simple rhythms and choosing notes from G,A,B, or C,E,G,A,B. Perform and share: Perform compositions – including some improvisations, compositions and instrumental performances. Explain to audience how you learnt/ composed this song.</p> <p>Key Questions.</p> <p>What style indicators can you hear? Can you describe the structure of the songs/ music? What instruments/voices can you hear? Can you describe the musical dimensions? Key Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p> <p>Cross curricular links: PSHE: Feelings.</p>	<p>Describe the tempo and changes in dynamics. Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C</p> <p>Perform- create a performance for the class Discuss how to introduce your performance, add some choreography and include examples of improvisation, and instrumental work.</p> <p>Key Questions.</p> <p>What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? (pitch, tempo, dynamics, timbre etc.)</p> <p>Key Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p> <p>Cross curricular links: History: Origins of Jazz music.</p>	<p>Describe the tempo, pitch and changes in dynamics. To hear and maintain a steady beat. To recognise and respond to rhythm patterns, repeating with increasing accuracy some of the rhythm patterns from within the song. Improvise and create own rhythm patterns to fit within the music. To recognise changes in pitch. Begin to identify movement up and down the scale by steps or leaps. Learn to sing some of the musical phrases to sing in the song. To be able to explain the difference between rhythm and steady beat/pulse. Singing in unison – learn to sing the song in it's original style and to sing it in the Urban Gospel style. To listen to other songs or cover versions by Benjamin Britten.</p> <p>Key Questions.</p> <p>What style indicators can you hear? Can you describe the structure? What instruments/voices can you hear? Can you describe the musical dimensions? Can you describe the mood/ feeling of the music and the story told?</p> <p>Key Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p> <p>Cross curricular links:</p>	<p>Describe the musical dimensions. (Pitch, tempo, dynamics, timbre etc) Repeat rhythm patterns using 3 notes on the glockenspiels accurately. Learn to sing the song in unison. Play instrumental parts with the song by ear and/or from notation using up to 4 notes – B, A + G and C, D, E + F. Improvise using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D Perform and share: Perform compositions – including some improvisations, compositions and instrumental performances. Explain to audience how you learnt/ composed this song.</p> <p>Key Questions.</p> <p>What style indicators can you hear? Can you describe the structure? What instruments/voices can you hear? Can you describe the musical dimensions? Key Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p> <p>Cross curricular links: PSHE: friendship</p>	<p>Identify and talk about the style of the songs. Identify and talk about the structure of the songs. Identify any instrumental sounds or voices? To compose/write your own music using 'Music and Me' as the theme. Consider the 'beat' you will use, whether to compose a rap or a song, instruments you will include. Perform and share your work with others/class.</p> <p>Key Questions.</p> <p>Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to? How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music?</p> <p>Key Vocabulary; Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music</p> <p>Cross curricular links: PSHE/Citizenship: 'Identity' -Gender, social and cultural differences. History: Exploring musical works by some contemporary female artists over the last 100 years.</p>	<p>Play instruments within the song Improvise using voices and instruments Compose simple melodies and songs using the music as stimuli. Share and perform the learning that has taken place</p> <p>Key Questions.</p> <p>Can I talk about different styles of music? Can I recognise and name different styles of music? Can I explore and find out about the history of classical music. Can I explore and find out about music from different eras and famous composers?</p> <p>Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments.</p> <p>Cross curricular links: English: Speaking and listening.</p>
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Optional Cross Curricular Modules

Year	Term	Topic	Module	Skills covered
1	Autumn	Where no man has gone before	Journeys Song pack includes:- Mars, Three little Astronauts, Countdown, Ollie from Outerspace, The Disappearing Space craft.	Singing To use voice in different ways; speaking, singing, chanting. patterns. To repeat short melodic To perform with an awareness of others. To start and stop singing when following a leader.
2	Summer	Bats	Night Song bank: Last think at night, Cuddle him, Stars, Be Safe, I'm a Badger.	Singing: To sing with a developing knowledge of the melodies of different tunes To repeat simple melodies knowing when the notes go up and down.
3	Spring	The Romans	Celts and Romans Hadrian's Wall, Roman clothes and appearance, Celtic clothes and appearance, Colosseum, The Roman Calendar, Roman Gods. Roman Dinner, Queen Boudica, Roman Army, Pompeii.	Singing: To sing in tune and with expression. To perform simple parts rhythmically, that use a limited range of notes. To name the main sections of a song. (introduction, verse, chorus) To know how pulse, rhythm and pitch work together to create a song. To know why we warm up our voices before singing.
	Summer 1	The Ancient Egyptians	Ancient Egypt Building a pyramid, The Sphinx, Toys and Games, The Nile, Mummies, Hieroglyphics, etc.	

	Summer 2	Endangered Animals	Animals The Rainforest, The crocodile, Inchworm, Old Hogan, Pussy Cat.	
4	Summer	The Vikings	Vikings Sailors Adventurer's and Warriors, Jorvik market, House, The Longship, Viking Clothes, Thor the Thunderer.	Singing: To repeat and perform simple tunes/melodies by ear, whilst maintaining my own part. To develop awareness of how different parts fit together to achieve the overall effect. To listen to the people around me when singing in a choir. To know why you must warm up your voice when singing.
5		English - The Darkest Dark	Space Mars, Astronauts, Countdown, Three Little Astronauts, Ollie from Outerspace.	Singing: To repeat and perform significant parts of songs/tunes from memory. To be aware of how I can contribute to the performing/singing of a song or tune. (i.e. by leading others, taking a solo part) To perform songs in two or three parts, maintaining my own part accurately and understanding how the different parts fit together. To explain the importance of warming up your voice before singing. To explain the meaning of the lyrics of a variety of songs.
6	Autumn 1	Science - Evolution	Dinosaur Stegosaurus, Greedy Guts, Hypsilophodon, Baryonyx Walker, Tyrannosaurus Rex, Triceratops.	Singing: To repeat and perform tunes and melodies by using aural skills. To repeat and perform significant parts of songs/tunes from memory. To recognise and discuss how the melodies in tunes and songs are created. (i.e. how melodies move up and down, melodic lines and phrases that are repeated in a song/ piece of music, as a round, repeated sections etc) To explain the meaning of the lyrics of a variety of songs.
	Spring	Rivers	Oceans, seas and rivers What a wonderful world, Sussex by the Sea, A wave went up my nose. Hydrologic Cycle rag.	

				<p>To talk about how recorded songs are performed – singing in unison, solo parts, backing vocals, lead vocals or rapping. To know the importance of warming up the voice before singing.</p>
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