

### Music: Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N</b>	<p style="text-align: center;"><b>Environmental Sounds</b></p> <p><u>Listen &amp; Respond</u>            - To develop listening skills and awareness of sounds in the environment            - To recall sounds they have heard            - To discriminate between sounds            - To describe sounds that they hear</p> <p><u>Explore &amp; Create</u>            - To identify and imitate sounds</p> <p><u>Singing</u>            - To remember and sing songs</p> <p><u>Share and Perform</u>            -To perform nursery songs by singing</p>	<p style="text-align: center;"><b>Instrumental Sounds and Body Percussion</b></p> <p><u>Listen &amp; Respond</u>            - To identify and name instruments being played            - To listen to and appreciate the difference between sounds made with instruments</p> <p><u>Explore &amp; Create</u>            - To experience and develop awareness of sounds made with instruments and noise makers.            - To remember and repeat a rhythm            - To reproduce loud and quiet sounds</p> <p><u>Singing</u>            - To articulate words in a song clearly</p> <p><u>Share and Perform</u>            -To perform nursery songs by using words and actions</p>	<p style="text-align: center;"><b>Rhythm and Rhyme</b></p> <p><u>Listen &amp; Respond</u>            - To experience and appreciate rhythm            - To develop awareness of rhythm</p> <p><u>Explore &amp; Create</u>            - To copy a rhythm            - To keep a beat</p> <p><u>Singing</u>            - To sing or chant a rhyming string</p> <p><u>Share and Perform</u>            -To perform nursery songs by using words and actions</p>	<p style="text-align: center;"><b>Responding to what is heard</b></p> <p><u>Listen &amp; Respond</u>            - To listen and respond to what they hear</p> <p><u>Explore &amp; Create</u>            - To explore how sounds are articulated            - To change voice sounds to suit a song</p> <p><u>Singing</u>            - To sing songs in a range of voices</p> <p><u>Share and Perform</u>            -To perform nursery songs using different voices</p>	<p style="text-align: center;"><b>Voice Sounds</b></p> <p><u>Listen &amp; Respond</u>            - To distinguish between the differences in vocal sounds            - To remember a sound sequence</p> <p><u>Explore &amp; Create</u>            - To explore the pitch of different sounds            - To create different voice sounds            - To be able to 'pitch match'</p> <p><u>Singing</u>            - To listen to and join in with favourite songs</p> <p><u>Share and Perform</u>            -To think about pitch as they perform</p>	<p style="text-align: center;"><b>Patterns</b></p> <p><u>Listen &amp; Respond</u>            - To identify and name instruments and the sounds that they make</p> <p><u>Explore &amp; Create</u>            - To follow a musical pattern            - To create a pattern or sequence</p> <p><u>Singing</u>            - To sing a wide range of nursery songs using words, actions and appropriate pitch</p> <p><u>Share and Perform</u>            -To perform a wide range of nursery songs using words, actions and appropriate pitch</p>
<b>R</b>	<p style="text-align: center;"><b>Me!</b> <i>Variety of musical styles</i></p> <p>Songs that will be taught:            - Pat-a-cake            - 1, 2, 3, 4, 5, Once I Caught a Fish Alive            - This Old Man</p>	<p style="text-align: center;"><b>My Stories</b> <i>Variety of musical styles</i></p> <p>Songs that will be taught:            - I'm A Little Teapot</p>	<p style="text-align: center;"><b>Everyone</b> <i>Variety of musical styles</i></p> <p>Songs that will be taught:            - Wind The Bobbin Up            - Rock-a-bye Baby            - Five Little Monkeys            - Jumping On The Bed</p>	<p style="text-align: center;"><b>Our World</b> <i>Variety of musical styles</i></p> <p>Songs that will be taught:            - Old Macdonald            - Incy Wincy Spider            - Baa Baa Black Sheep            - Row, Row, Row Your Boat</p>	<p style="text-align: center;"><b>Big Bear Funk</b> <i>Funk</i></p> <p>Song that will be taught:            - Big bear Funk</p> <p><u>Listen &amp; Respond</u></p>	<p style="text-align: center;"><b>Reflect, Rewind, and Replay</b> <i>Variety of musical styles</i></p> <p><u>Listen &amp; Respond</u>            - Review past pieces of</p>

<ul style="list-style-type: none"> <li>- Five Little Ducks</li> <li>- Name Song</li> <li>- Things For Fingers</li> </ul> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To explore high and low sounds</li> </ul> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- To copy basic rhythm patterns of single words &amp; short phrases from the song/s</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing along with a pre-recorded song</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To perform any of the nursery rhymes by singing</li> </ul>	<ul style="list-style-type: none"> <li>- The Grand Old Duke Of York</li> <li>- Ring O' Roses</li> <li>- Hickory Dickory Dock</li> <li>- Not Too Difficult</li> <li>- The ABC Song</li> </ul> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To begin to identify the pulse of the music</li> </ul> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- To find different ways to keep the pulse.</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing along with a pre-recorded song and add actions.</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To perform any of the nursery rhymes by singing and adding actions</li> <li>- To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D &amp; E</li> </ul>	<ul style="list-style-type: none"> <li>- Twinkle Twinkle</li> <li>- If You're Happy And You Know It</li> <li>- Head, Shoulders, Knees And Toes</li> </ul> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- Explore high pitch and low pitch in the context of the songs.</li> </ul> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- To listen to high-pitched &amp; low-pitched sounds on a glockenspiel.</li> <li>- To explore high and low using voices and sounds of characters in the songs</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing along with the backing track.</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To perform any of the nursery rhymes by singing and adding actions and dance</li> <li>- To perform any nursery rhymes or songs adding a simple instrumental part using the keys: D, E, G &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>- The Wheels On The Bus</li> <li>- The Hokey Cokey</li> </ul> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- To invent a pattern using one pitched note.</li> <li>- To keep the pulse throughout with a single note</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To identify different sections of a song</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To perform any of the nursery rhymes by singing and adding actions and dance</li> <li>- To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E, F, G &amp; A</li> </ul>	<p>- To learn that music can touch your feelings.</p> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- To begin to create simple 2-note patterns to accompany the song.</li> <li>- To add a 2-note melody to the rhythm of the words.</li> <li>- To play with two pitched notes to invent musical patterns</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing or rap nursery rhymes and simple songs from memory.</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To perform any of the nursery rhymes by singing and adding actions and dance</li> <li>- To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E</li> </ul>	<p>music learned and recap feeling the beat, moving to the music, and singing together.</p> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- To respond to music heard throughout the year and new music creatively and musically.</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing or rap songs with increasing confidence and understanding.</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To perform vocally and instrumentally any of the songs studied over the year together.</li> </ul>
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Y1	<p style="text-align: center;"><b>Hey You!</b> <i>Old School Hip-Hop</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the pulse of the music</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To learn to sing the song "Hey You!"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To use 1 or 2 notes; C or C &amp; G to play along with the song</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To create my own 4 beat rhythm using claps</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes C &amp; D or C, D &amp; E</li> </ul>	<p style="text-align: center;"><b>Rhythm in The Way We Walk/ Banana Rap</b> <i>Reggae</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To begin to recognise instruments I can hear in the song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To rap the song "Banana Rap"</li> <li>- To sing the song: "Rhythm in The Way We Walk"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- None in this unit</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- None in this unit</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- None in this unit</li> </ul>	<p style="text-align: center;"><b>In The Groove</b> <i>Blues, Baroque, Latin, Bhangra, Folk, Funk</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To move in different ways to the pulse</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song: "In the Groove"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To use 1 or 2 notes; C or C &amp; D to play along with the song</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes C &amp; D or C, D &amp; E</li> </ul>	<p style="text-align: center;"><b>Round and Round</b> <i>Bossa Nova</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To begin to identify voices I can hear in the song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song: "Round &amp; Round"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To use up to 3 notes; D or D, F, C &amp; D to play along with the song</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- Improvise with claps and voice using notes D, E.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- None in this unit</li> </ul>	<p style="text-align: center;"><b>Your Imagination</b> <i>Pop</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To recognise instruments that are used in different songs</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Your Imagination"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To use 1 or 2 notes; C or C &amp; G to play along with the song</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- Improvise with claps, and voice using notes C, D.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes C &amp; D or C, D &amp; E</li> </ul>	<p style="text-align: center;"><b>Exploring sound</b> <i>Stories through sound</i></p> <p>Composing, sound design, and graphic notation explored through Prokofiev's <i>Peter and the Wolf</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- Explore music that tells a story</li> <li>- Learn how different musical ideas can represent different characters, events, and emotions</li> </ul> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- Create a variety of different sounds for different characters and events in a story</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- Sing and recall songs from previous units of work</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- Share sounds with the class and contribute to whole-class and/or group work</li> </ul>
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Y2	<b>Recorder Course 1</b> <i>(Instrumental technique)</i> <ul style="list-style-type: none"> <li>- To hold the recorder correctly and stand in the correct position.</li> <li>- To make a clear sound on the note B</li> <li>- To keep the pulse when playing the recorder</li> <li>- To breathe at the correct time when playing</li> <li>- To identify and draw the time signature, bar lines, treble clef and note B on a score</li> <li>- To explain what the word rhythm means and copy back different rhythms on the note B</li> <li>- To play the note A</li> </ul> <b>Unit Objectives</b> <ul style="list-style-type: none"> <li>- To develop recorder technique, accuracy, and competency</li> <li>- To support pupils in reading stave and other relevant notations, and in applying that notation to their performance practice</li> <li>- To develop performance skills and practice both within and without lesson contexts</li> <li>- To play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and in tune</li> </ul>		<b>Hands, Feet, Heart</b> <i>Afropop, South African</i> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the pulse of the music</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Hands, Feet, Heart" Playing</li> <li>- To use up to three notes – G or G, A + C to play with the song</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes C and D</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</li> </ul>	<b>I Wanna Play in a Band</b> <i>Rock</i> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To name instruments I can hear in the song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "I Wanna Play in a Band" Playing</li> <li>- To use up to 3 notes; F or F, D &amp; C to play along with the song</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes F and G</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.</li> </ul>	<b>Friendship Song</b> <i>Pop</i> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify different movements, I can use to find the pulse of the music</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Friendship Song" Playing</li> <li>- To play instruments using up to three notes – C or E and G.</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps, voice and notes C, D.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.</li> </ul>	<b>Exploring sound</b> <i>(Sun and Storm)</i> <p>Composing, sound design, and graphic notation explored through music depicting weather and seasons.</p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- Explore music that tells depicts weather and seasons</li> <li>- Learn how different musical ideas can create emotions and atmospheres</li> </ul> <p><u>Explore &amp; Create</u></p> <ul style="list-style-type: none"> <li>- Create a variety of different sounds for different seasons and weather</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- Sing and recall songs from previous units of work</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- Create and notate soundscapes</li> <li>- Share sounds with the class and contribute to whole-class and/or group work</li> </ul>	
Y3	<b>Three Little Birds</b> <i>Reggae</i> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the pulse of the music</li> <li>- To begin to identify the structure of a song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Three Little Birds"</li> </ul> <p><u>Playing</u></p>	<b>The Dragon Song</b> <i>Pop</i> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>-To name instruments I can hear in the song</li> <li>-To begin to describe</li> </ul>	<b>Recorder Course (cont'd)</b> <i>(Instrumental technique)</i> <ul style="list-style-type: none"> <li>- Play one part in a duet (piece with two parts)</li> <li>- Sing and play the notes A and B making a clear sound</li> <li>- Recognise (and draw) the notes A and B</li> <li>- Sing, then improvise and play a song, using the notes A and B – based on songs Hands, Feet, Heart Mardi Gras Heart.</li> </ul>		<b>Bringing Us Together</b> <i>Disco</i> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To name voices I can hear in the song</li> <li>- To describe what the song might be about</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Bringing Us Together" Playing</li> </ul>	<b>Exploring sound</b> <i>(Planets)</i> <p>Composing, sound design, and graphic notation explored through Holst's <i>The Planets</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- Explore music that tells depicts planets and space, and their associated moods</li> <li>- Learn how different musical ideas can represent mood and emotion</li> </ul> <p><u>Singing</u></p>	

	<ul style="list-style-type: none"> <li>- To play instrumental parts with the song from notation using up to 3 notes – C, D + E.</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes C, D and E</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G</li> </ul>	<p>what the song might be about</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>-To sing the song “The Dragon Song”</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>-To play instrumental parts with the song from notation using up to 3 notes – G, A &amp; B</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes G, A and B</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)</li> </ul>	<ul style="list-style-type: none"> <li>- Play and recognise semibreves (four beat notes) and minims (two beat notes)</li> <li>- Play the note G and A</li> <li>- Play a piece using A and G</li> <li>- Play a piece using B, A and G – based on songs Mama Mia and Portsmouth.</li> </ul> <p><b>Unit Objectives</b></p> <ul style="list-style-type: none"> <li>- To develop recorder technique, accuracy, and competency</li> <li>- To support pupils in reading stave and other relevant notations, and in applying that notation to their performance practice</li> <li>- To develop performance skills and practice both within and without lesson contexts</li> <li>- To play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and in tune</li> </ul>	<ul style="list-style-type: none"> <li>- To play instrumental parts with the song from notation using up to 3 notes – C, A &amp; G</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps, instruments and voice using notes C and A</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes G, A + G or C, D, E, G +A. (Pentatonic scale)</li> </ul>	<ul style="list-style-type: none"> <li>- Sing and recall songs from previous units of work</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- Create and notate soundscapes</li> <li>- Share sounds with the class and contribute to whole-class and/or group work</li> </ul>
Y4	<p><b>Let your Spirit Fly</b> <i>R&amp;B</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the main sections of the song (Introduction, verse, chorus, etc.)</li> <li>- To explore the lyrics and be able to talk about what the song is about</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song “Mama Mia”</li> <li>- To know that songs can make you feel different things, e.g. happy, energetic or sad</li> </ul>	<p><b>Mama Mia</b> <i>Pop</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the main sections of the song (Introduction, verse, chorus, etc.)</li> <li>- To explore the lyrics and be able to talk</li> </ul>	<p><b>Stop!</b> <i>Grime</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To name instruments and voices I can hear in the song</li> <li>- To identify the tempo of the song and texture</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song “Stop!”</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- None in this unit</li> </ul>	<p><b>Lean On Me</b> <i>Soul/gospel</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the pulse of the music</li> <li>- To begin to identify the structure of a song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song “Lean on Me”</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To play instrumental parts with the song from notation using up to 4 notes – C, E F +G.</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes F, G and A</li> </ul>	<p><b>Recorder Course (cont’d)</b> <i>(Instrumental technique)</i></p> <ul style="list-style-type: none"> <li>- Play one part in a duet (piece with two parts)</li> <li>- Sing and play the notes A and B making a clear sound</li> <li>- Recognise (and draw) the notes A and B</li> <li>- Sing, then improvise and play a song, using the notes A and B – based on songs Hands, Feet, Heart Mardi Gras Heart.</li> <li>- Play and recognise semibreves (four beat notes) and minims (two beat notes)</li> <li>- Play the note G and A</li> <li>- Play a piece using A and G</li> </ul>

	<p><u>Playing</u> - To play instrumental parts with the song from notation using up to 4 notes – G, A, B, D and E</p> <p><u>Improvisation</u> - To improvise with claps, instruments and voice using notes G, A, C and D</p> <p><u>Composition</u> - To compose a simple melody using simple rhythms choosing from the notes – G, A, B, D and E</p>	<p>about what the song is about</p> <p><u>Singing</u> - To sing the song “Mama Mia” - To know that songs can make you feel different things, e.g. happy, energetic or sad</p> <p><u>Playing</u> - To play instrumental parts with the song from notation using up to 4 notes – G, A, B, D and E</p> <p><u>Improvisation</u> - To improvise with claps, instruments and voice using notes G, A, C and D</p> <p><u>Composition</u> - To compose a simple melody using simple rhythms choosing from the notes – G, A, B, D and E</p>	<p><u>Improvisation</u> - To improvise with claps, instruments and voice using notes C and D</p> <p><u>Composition</u> - None in this unit</p>	<p><u>Composition</u> - To compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A</p>	<p>- Play a piece using B, A and G – based on songs Mama Mia and Portsmouth.</p> <p><u>Unit Objectives</u> - To develop recorder technique, accuracy, and competency - To support pupils in reading stave and other relevant notations, and in applying that notation to their performance practice - To develop performance skills and practice both within and without lesson contexts - To play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and in tune</p>
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Y5	<p><b>Keyboard Course</b> <i>(Instrumental technique)</i></p> <ul style="list-style-type: none"> <li>- To know what type of instrument a keyboard is</li> <li>- To know what a good hand position looks like when playing the keyboard</li> <li>- To keep the pulse when playing the keyboard</li> <li>- To identify the keys: C D E and F on the keyboard</li> <li>- To identify the duration of different notes when reading sheet music</li> <li>- To understand what rhythm is and how the duration of notes can change the rhythm</li> </ul> <p><b>Unit Objectives</b></p> <ul style="list-style-type: none"> <li>- To develop keyboard technique, accuracy, and competency</li> <li>- To support pupils in reading stave and other relevant notations, and in applying that notation to their performance practice</li> <li>- To develop performance skills and practice both within and without lesson contexts</li> <li>- To play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and in tune</li> </ul>	<p><b>Black Bird</b> Beatles/Pop</p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the dynamics, tempo, and texture of the song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Black Bird"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To play instrumental parts with the song from notation using the notes; C and D</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes G, A and B</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes C, D, E, G and A</li> </ul>	<p><b>Livin' On A Prayer</b> Rock</p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the dynamics, tempo, and texture of the song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Livin' On A Prayer"</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To play instrumental parts with the song from notation using the notes; G, A + B or D, E, F# + G</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes G, A and B</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale)</li> </ul>	<p><b>Classroom Jazz 1</b> <i>Swing and Latin</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the instruments used to create a piece of music</li> <li>- To identify the structure of a piece of Music</li> <li>- To describe the musical dimensions</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise in a Bossa Nova style using the notes G, A + B.</li> <li>- To improvise in a swing style using the notes D, E, G, A + B</li> </ul> <p><u>Share &amp; Perform</u></p> <ul style="list-style-type: none"> <li>- To begin to identify different ways to introduce a musical performance</li> <li>- To reflect on a performance and identify my strengths and weaknesses</li> </ul>	<p><b>Make You Feel My Love</b> <i>Pop Ballad</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the dynamics, tempo, and texture of the song</li> <li>- To identify the structure of a song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Make You Feel My Love"</li> <li>- To sing in unison</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To play instrumental parts with the song by ear or from notation using the 3 notes – C, D + E.</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes C, D and E</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes C, D, E, F &amp; G</li> </ul>	<p><b>Fresh Prince Of Bel Air</b> <i>Hip Hop</i></p> <p><u>Listen &amp; Respond</u></p> <ul style="list-style-type: none"> <li>- To identify the dynamics, tempo, and texture of the song</li> <li>- To identify the instruments I can hear in the song</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing the song "Fresh Prince of Bel Air"</li> <li>- To sing or rap in unison</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To play instrumental parts with the song by ear or from notation using the 3 notes – C D G and A.</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- To improvise with claps and voice using notes; D, E and F</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- To compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.</li> </ul>
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<p><b>Y6</b></p>	<p><b>Dancing in the Street</b> <i>Motown</i></p> <p><u>Listen &amp; Respond</u> - To identify the dynamics and texture of the song - To identify the instruments and voices I can hear in the song</p> <p><u>Singing</u> - To sing the song “Dancing in the Street” - To sing in unison - To sing with backing vocals</p> <p><u>Playing</u> - To play instrumental parts with the song by ear or from notation using the notes F &amp; G (complex rhythms).</p> <p><u>Improvisation</u> - To improvise with claps, instruments and voice using notes; D, E and F</p> <p><u>Composition</u> - To compose a simple melody using simple Rhythms choosing from the notes C, D, E, F and G</p>	<p><b>Happy</b> <i>Pop</i></p> <p><u>Listen &amp; Respond</u> - To identify what style indicators, I can hear - To describe the structure of the song</p> <p><u>Singing</u> - To sing the song “Happy” - To sing in 2 parts</p> <p><u>Playing</u> - To play instrumental parts with the song by ear or from notation using the notes A, G and B.</p> <p><u>Improvisation</u> - To improvise with claps, instruments and voice using notes; A, G and B</p> <p><u>Composition</u> - To compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B</p>	<p><b>Classroom Jazz 2</b> <i>Swing and Latin</i></p> <p><u>Listen &amp; Respond</u> - To identify what style indicators, I can hear - To identify the structure of a piece of Music - To describe the musical dimensions</p> <p><u>Playing</u> - 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</p> <p><u>Improvisation</u> - To improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. - To improvise in a Blues style using the notes C, Bb, G, F + C.</p> <p><u>Share &amp; Perform</u> - To build a repertoire of ways to introduce a musical performance - To reflect on a performance and identify my strengths and weaknesses</p>	<p><b>You’ve Got a Friend</b> <i>Pop</i></p> <p><u>Listen &amp; Respond</u> - To identify what style indicators, I can hear - To describe the structure of the song</p> <p><u>Singing</u> - To sing the song “You’ve got a friend” - To sing in Unison</p> <p><u>Playing</u> - To play instrumental parts with the song by ear or from notation using up to 4 notes – B, A + G and C, D, E + F.</p> <p><u>Improvisation</u> - To improvise with claps, instruments and voice using notes; A, G and E</p> <p><u>Composition</u> - To compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D playing accurately, fluently and in time.</p>	<p><b>Music and Me</b> <i>Inspirational female artists</i></p> <p><u>Listen &amp; Respond</u> - To identify the dynamics, tempo and texture of the song - To identify the structure of a song</p> <p><u>Composition</u> - To work collaboratively - To identify suitable lyrics - To be able to write suitable lyrics for a song or rap - To create and practise melodies in the Music Explorer Composition Tool</p>	<p><b>EOY Performance- The Lion King</b> <i>(Musical)</i></p> <p><u>Listen &amp; Respond</u> - To identify different instruments used within a piece of music - To describe the structure of a piece of Music - To be able to identify how the singer is feeling due to the dynamics of the music.</p> <p><u>Playing</u> - To explore different sounds a percussion instrument can make based on how it is hit.</p> <p><u>Singing</u> - To sing in a solo, ensemble or choir.</p> <p><u>Share &amp; Perform</u> - To present a musical performance designed to capture the audience - To communicate the meaning of the words and clearly articulate them - To talk about the best place to be when performing and how to stand or sit.</p>
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