




Learning objectives and skills

Advent		Lent		Pentecost	
Style	Old School Hip Hop	Reggae / Christmas Songs	Blues, Baroques, Latin, Bhangra, Folk Funk	Bossa Nova	Pop
Hey You – How pulse, rhythm and pulse work together		Rhythm In The Way We Walk and The Banana Rap - Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove - How to be in the groove with different styles of music.	Round and Round - Pulse, rhythm and pitch in different styles of music.	Your Imagination - Using your imagination
<ul style="list-style-type: none">To find their singing voice and use their voices confidently from memory or in unison.<u>Clap, rap or say words in rhythm.</u>Sing a melody accurately at their own pitch.<u>To know what the songs are about</u><u>To know and recognise the sound names of the instruments they use.</u>Handle and play instruments with control and respect.Play tuned and untuned instruments in different ways and create sound effects. <u>Using 1 or 2 notes.</u>Recall and remember short songs and sequences and patterns of sounds.Identify different sound sources.<u>Move to music by dancing, marching or moving like a character.</u>Identify the pulse in different pieces of music.Begin to internalise and create rhythmic patternsAccompany a chant or song by clapping or playing the pulse or rhythm.Identify and name classroom instruments.Perform together and follow instructions that combine the musical elements. Start and stop following a leader.		<ul style="list-style-type: none">Sing with a sense of awareness of pulse and control of rhythm.Sing songs expressively.<u>Clap, rap or say words in rhythm</u>Identify well-defined musical features.<u>Move to music by dancing, marching or moving like a character.</u><u>To know what the songs are about</u><u>To know and recognise the sound names of the instruments they use.</u>Play tuned and untuned instruments in different ways and create sound effects. <u>Using 1 or 2 notes.</u>Respond physically when performing, composing and appraising music.<u>Move to music by dancing, marching or moving like a character.</u>Perform a rhythm to a given pulse.Identify the pulse and join in getting faster and slower together.Make sounds and recognise how they can give a message.Perform together and follow instructions that combine the musical elements.<u>Say how I feel about the performance.</u><u>Record the performance.</u>	<ul style="list-style-type: none">Sing with a sense of awareness of pulse and control of rhythm.Sing with an awareness of other performers.<u>Clap, rap or say words in rhythm</u><u>To know what the songs are about</u><u>To know and recognise the sound names of the instruments they use.</u><u>Move to music by dancing, marching or moving like a character.</u>Play tuned and untuned instruments in different ways and create sound effects. <u>Using 1 or 2 notes.</u>Handle and play instruments with control and respect.Perform a rhythm to a given pulse.Identify the pulse and join in getting faster and slower together.Perform long and short sounds in response to symbols.<u>Make up tunes on the spot and understand composition is like making up a story.</u><u>Create a short melody, using 1 /2/3 notes (CDE)</u>Perform together and follow instructions that combine the musical elements.<u>Say how I feel about the performance.</u>	<ul style="list-style-type: none">Identify the pulse in different pieces of music.Identify the pulse and join in getting faster and slower together.Sing with an awareness of other performers.Recognise phrase lengths and know when to breathe.<u>Clap, rap or say words in rhythm</u><u>To know what the songs are about</u><u>To know and recognise the sound names of the instruments they use.</u>Play tuned and untuned instruments in different ways and create sound effects. <u>Using 1 or 2 notes.</u>Handle and play instruments with control and respect.Identify different groups of instruments.<u>Move to music by dancing, marching or moving like a character.</u><u>Make up tunes on the spot and understand composition is like making up a story.</u><u>Create a short melody, using 1 /2/3 notes (CDE)</u>Perform together and follow instructions that combine the musical elements.	Reflect, Rewind & Replay - The history of music, look back and consolidate your learning, learn some of the language of music. <ul style="list-style-type: none">Identify well-defined musical features.Identify long and short sounds in music.Create and chose sounds in response to a given stimulus.Perform together and follow instructions that combine the musical elements.<u>Say how I feel about the performance.</u><u>Record the performance.</u>
#BTK and Links with other subjects					

Key Vocabulary					
Pulse Rhythm Pitch Rap Improvise Compose Melody Bass Guitar Drums Deck Perform	Pulse Rhythm Pitch Rap Melody Singers Keyboard Bass Guitar Percussion Trumpets Saxaphones Perform	Blues Baroque Latin Irish Folk Funk Pulse Rhythm Pitch Compose Improvise Perform groove	Keyboard Bass Guitar Percussion Trumpets Saxaphones Pulse Rhythm Pitch Improvise Compose Perform Audience	Keyboard Drums Bass Pulse Rhythm Pitch Improvise Compose Perform Audience Imagination	

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Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently from <u>memory or in unison.</u> Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. <u>Start and stop, following a leader.</u>
Listening, Memory and Movement. (Listen and appraise).	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Learn 5 songs Respond physically when performing, composing and appraising music. <u>Move to music by dancing, marching or moving like a character.</u> Identify different sound sources. Identify well-defined musical features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. <u>Using warm up games</u> Identify long and short sounds in music. Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.
Exploring sounds, melody and accompaniment / Playing.	<ul style="list-style-type: none"> To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments they are playing. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli. <u>Learn names of notes in instrumental part.</u> <u>Listen to and follow instructions.</u>
Control of instruments (improvisation / playing)	<ul style="list-style-type: none"> Play tuned and untuned instruments in different ways and create sound effects. <u>Using 1 or 2 notes.</u> Handle and play instruments with control and respect. Identify different groups of instruments. Take turns to improvise using 1 or 2 notes Use voices and instruments to listen, sing back and clap back.
Composition	<ul style="list-style-type: none"> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’. Make up tunes on the spot and understand composition is like making up a story. Create a short melody, using 1 /2/3 notes (CDE)

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Reading and writing notation	<ul style="list-style-type: none">Perform long and short sounds in response to symbols.Create long and short sounds on instruments.
Performance skills	<ul style="list-style-type: none">Perform together to an audience and follow instructions that combine the musical elements. <u>Start and stop following a leader.</u><u>Say how I feel about the performance.</u><u>Record the performance.</u>
Evaluating and appraising	<ul style="list-style-type: none">Choose sounds and instruments carefully and make improvements to their own and others’ work.<u>To know what the songs are about</u><u>To know and recognise the sound names of the instruments they use.</u>