



Learning objectives and skills

Advent		Lent		Pentecost	
Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
<p>How pulse, rhythm and pulse work together</p> <ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Recall and remember short songs and sequences and patterns of sounds. Identify different sound sources. Identify the pulse in different pieces of music. Begin to internalise and create rhythmic patterns Accompany 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. 	<p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <ul style="list-style-type: none"> Sing with a sense of awareness of pulse and control of rhythm. 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). Respond physically when performing, composing and appraising music. 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. 	<p>How to be in the groove with different styles of music.</p> <ul style="list-style-type: none"> Sing with a sense of awareness of pulse and control of rhythm. Sing songs expressively. Identify well-defined musical features. To explore different sound sources. Identify how sounds can be changed. Contribute to the creation of a class composition. Perform together and follow instructions that combine the musical elements. 	<p>Pulse, rhythm and pitch in different styles of music.</p> <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. Play tuned and untuned instruments in different ways and create sound effects. Handle and play instruments with control. 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. Perform together and follow instructions that combine the musical elements. 	<p>Using your imagination</p> <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. Perform together and follow instructions that combine the musical elements. 	<p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <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.

#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 Compose Improvise Perform Audience	Keyboard Drums Bass Pulse Rhythm Pitch Improvise Compose Perform Audience Imagination
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I can

Singing songs with control and using the voice expressively.

- To find their singing voice and use their voices confidently.
- 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.



I can

	<ul style="list-style-type: none">• 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.
Listening, Memory and Movement.	<ul style="list-style-type: none">• Recall and remember short songs and sequences and patterns of sounds.• Respond physically when performing, composing and appraising music.• 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.• 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	<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.• Create and chose sounds in response to a given stimulus.• Identify how sounds can be changed.• Change sounds to reflect different stimuli.
Control of instruments	<ul style="list-style-type: none">• Play tuned and untuned instruments in different ways and create sound effects.• Handle and play instruments with control.• Identify different groups of instruments.
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'.
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.• Record their own ideas.•
Performance skills	<ul style="list-style-type: none">• Perform together and follow instructions that combine the musical elements.
Evaluating and appraising	<ul style="list-style-type: none">• Choose sounds and instruments carefully and make improvements to their own and others' work.