



## Learning objectives and skills

Advent		Lent		Pentecost	
Hands, Feet, Heart unit 5	Ho Ho Ho unit 2	I Wanna Play in a Band unit 4	Zoo time unit 1	Friendship song unit 3	Reflect, rewind, replay unit 6
<p><b>South African Music</b></p> <ul style="list-style-type: none"> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>To find their singing voice and use their voices confidently.</li> <li>Sing with an awareness of other performers</li> <li>Sing songs expressively.</li> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Identify different sound sources.</li> <li>Identify the pulse in different pieces of music.</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse. .</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>To explore different sound sources.</li> <li>Identify and name classroom instruments.</li> <li>Play instruments in different ways and create sound effects.</li> <li>Contribute to the creation of a class composition.</li> <li>Perform together and follow instructions that combine the musical elements.</li> </ul>	<p><b>A song with rapping and improvising for Christmas</b></p> <ul style="list-style-type: none"> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>To find their singing voice and use their voices confidently.</li> <li>Sing with an awareness of other performers</li> <li>Sing songs expressively.</li> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Identify different sound sources.</li> <li>Identify the pulse in different pieces of music.</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>To explore different sound sources.</li> <li>Identify and name classroom instruments.</li> <li>Play 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features.</li> <li>Respond physically when performing, composing and appraising music.</li> <li>Identify the pulse in different pieces of music.</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse.</li> <li>Begin to internalise and create rhythmic patterns.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>To explore different sound sources.</li> <li>Identify and name classroom instruments.</li> <li>Create and chose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed.</li> <li>Play instruments in different ways and create sound effects.</li> </ul>	<p><b>Reggae and Animals</b></p> <ul style="list-style-type: none"> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>To find their singing voice 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instruments.</li> <li>Create and chose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed.</li> <li>Play instruments in different ways and create sound effects.</li> <li>Handle and play instruments with control.</li> </ul>	<p><b>Pop - A song about friendship</b></p> <ul style="list-style-type: none"> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>To find their singing voice and use their voices confidently.</li> <li>Sing with an awareness of other performers</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing songs expressively.</li> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Identify different sound sources.</li> <li>Identify well-defined musical features.</li> 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		<ul style="list-style-type: none"> <li>Handle and play instruments with control.</li> <li>Identify different groups of instruments.</li> <li>Contribute to the creation of a class composition.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> <li>Perform together and follow instructions that combine the musical elements</li> <li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different groups of instruments.</li> <li>Contribute to the creation of a class composition.</li> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> <li>Perform together and follow instructions that combine the musical elements</li> <li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Handle and play instruments with control.</li> <li>Identify different groups of instruments.</li> <li>Contribute to the creation of a class composition.</li> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> <li>Perform together and follow instructions that combine the musical elements</li> <li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different groups of instruments.</li> <li>Contribute to the creation of a class composition.</li> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> <li>Perform together and follow instructions that combine the musical elements</li> <li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>
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### #BTK and Links with other subjects

Geography- Africa Class book –Butterfly Lion	RE - Christmas		Literacy – A trip to the Zoo	<b>BTK/Re- stewardship-kindness, friendship, belonging and acceptance. PSHE Awareness of difference, friendship, belonging</b>	
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### Key Vocabulary

Keyboard Drums Bass Electric guitars Saxophone Trumpet Pulse Rhythm Pitch Improvise Compose Perform Audience Question and answers Melody Dynamics tempo	Keyboard Bass Guitar Percussion Trumpets Saxophones Pulse Rhythm Pitch Perform Audience Rap Improvise Dynamics tempo	Keyboard Drums Bass Electric Guitar Rock Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics tempo	Keyboard Drums Bass Electric guitar Reggae Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics tempo	Keyboard Drums Bass Glockenspiel Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics tempo	
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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.
- 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.**

- 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**

- 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**

- 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**

- Play tuned and untuned instruments in different ways and create sound effects.
- Handle and play instruments with control.
- Identify different groups of instruments.

**Composition**

- Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.
- Contribute to the creation of a class composition.

**Reading and writing notation**

- Perform long and short sounds in response to symbols.
- Create long and short sounds on instruments.
- Play and sing phrase from dot notation.
- Record their own ideas.
- Make their own symbols as part of a class score.

**Performance skills**

- Perform together and follow instructions that combine the musical elements.

**Evaluating and appraising**

- Choose sounds and instruments carefully and make improvements to their own and others' work.