



Learning objectives and skills

Advent Performance		Lent Play an instrument - melodica		Pentecost	
Singing together	Performance 'Lean on Me' Charanga			Other cultures music - Samba	Improvise 'Mamma Mia' Charanga
<p>1. To learn to sing a song (John Kanaka)</p> <ul style="list-style-type: none"> Begin to sing in tune Begin to sing with awareness of pulse and control of rhythm. Begin to recognise simple structures. (Phrases). Begin to create sequences of movements in response to sounds. Begin to recognise rhythmic patterns Begin to perform a repeated pattern to a steady pulse Begin to identify ways sounds are used to accompany a song (body percussion) <p>2. To learn to sing a song in a round (John Kanaka)</p> <ul style="list-style-type: none"> Begin to sing in tune Begin to sing with awareness of pulse and control of rhythm. Begin to recognise simple structures. (Phrases). Begin to create sequences of movements in response to sounds. Begin to recognise rhythmic patterns Begin to perform a repeated pattern to a steady pulse Begin to identify ways sounds are used to accompany a song (body percussion) <p>3. To polish a performance (John Kanaka)</p> <ul style="list-style-type: none"> Begin to perform with awareness of different parts <p>4. To create our own simple song</p> <ul style="list-style-type: none"> Create an accompaniment to a known song Begin to create textures by combining sounds in different ways Begin to improvise simple tunes based on the pentatonic scale. Begin to compose music in pairs and make improvements to their own work. <p>5. To create body percussion rhythms</p>	<p>1. Listen & Appraise: Lean On Me (Soul/Gospel)</p> <ul style="list-style-type: none"> Begin to sing with confidence using a wider vocal range. Sing in tune. Begin to sing with awareness of pulse and control of rhythm. Begin to recognise simple structures. (Phrases). Begin to sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Understand the culture & history of the genre <p>2. Sing the song & play instrumental parts</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Begin to identify phrases that could be used as an introduction, interlude and ending. Begin to analyse and comment on how sounds are used to create different moods. Begin to explore and perform different types of accompaniment. <p>3. Improvise the song</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics Begin to sing songs and create different vocal effects. Begin to understand how mouth shapes can affect voice sounds. Begin to internalise sounds by singing parts of a song 'in their heads.' <p>4. Perform compositions within the song</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear 	<p>1. To learn how to play the melodica</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Begin to identify melodic phrases and play them by ear Begin to create long and short sounds on instruments <p>2. To begin to play named notes on the melodica</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Begin to identify melodic phrases and play them by ear Begin to perform long and short sounds in response to symbols <p>3. To practise a pentatonic scale on the melodica</p> <ul style="list-style-type: none"> Begin to perform a repeated pattern to a steady pulse Begin to identify melodic phrases and play them by ear <p>4. To learn the first phrase of 'Doh-a-deer'</p> <ul style="list-style-type: none"> Begin to perform a repeated pattern to a steady pulse Begin to recognise rhythmic patterns Begin to identify and recall rhythmic patterns Begin to identify melodic phrases and play them by ear <p>5. To learn the first phrase of 'Doh-a-deer'</p> <ul style="list-style-type: none"> Begin to perform a repeated pattern to a steady pulse Begin to recognise rhythmic patterns Begin to identify and recall rhythmic patterns Begin to identify melodic phrases and play them by ear 	<p>7. To learn the second phrase of 'Doh-a-deer'</p> <ul style="list-style-type: none"> Begin to perform a repeated pattern to a steady pulse Begin to recognise rhythmic patterns Begin to identify and recall rhythmic patterns Identify melodic phrases and play them by ear <p>8. To practise the final phrase</p> <ul style="list-style-type: none"> Perform a repeated pattern to a steady pulse Recognise rhythmic patterns Identify and recall rhythmic patterns Identify melodic phrases and play them by ear <p>9. To practise the final phrase</p> <ul style="list-style-type: none"> Perform a repeated pattern to a steady pulse Recognise rhythmic patterns Identify and recall rhythmic patterns Identify melodic phrases and play them by ear <p>10. To practise 'Doh-a-deer' for performance</p> <ul style="list-style-type: none"> Perform a repeated pattern to a steady pulse Recognise rhythmic patterns Identify and recall rhythmic patterns Identify melodic phrases and play them by ear <p>11. To practise 'Doh-a-deer' for performance</p> <ul style="list-style-type: none"> Perform a repeated pattern to a steady pulse Recognise rhythmic patterns Identify and recall rhythmic patterns Identify melodic phrases and play them by ear <p>12. Perform 'Doh-a-deer'</p> <ul style="list-style-type: none"> Perform a repeated pattern to a steady pulse Recognise rhythmic patterns 	<p>1. To learn about samba</p> <ul style="list-style-type: none"> Identify melodic phrases and play them by ear Analyse and comment on how sounds are used to create different moods. Understand the culture & history of the genre <p>2. To identify the different samba instruments</p> <ul style="list-style-type: none"> Analyse and comment on how sounds are used to create different moods. Recognise rhythmic patterns Perform a repeated pattern to a steady pulse <p>3. To learn how to play 3 different samba instruments</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Analyse and comment on how sounds are used to create different moods. Recognise rhythmic patterns Perform a repeated pattern to a steady pulse <p>4. To learn how to play another 3 samba instruments</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Analyse and comment on how sounds are used to create different moods. Recognise rhythmic patterns Perform a repeated pattern to a steady pulse <p>5. To begin to create a performance</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment Recognise rhythmic patterns Perform a repeated pattern to a steady pulse Create music that describes contrasting moods/emotions Create descriptive music in pairs or small groups 	<p>1. Listen & Appraise:</p> <ul style="list-style-type: none"> Begin to sing with confidence using a wider vocal range. Sing in tune. Begin to sing with awareness of pulse and control of rhythm. Begin to recognise simple structures. (Phrases). Begin to sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. <p>2. Sing the song & play instrumental parts</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Begin to identify phrases that could be used as an introduction, interlude and ending. Begin to analyse and comment on how sounds are used to create different moods. Begin to explore and perform different types of accompaniment. <p>3. Improvise the song</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics Begin to sing songs and create different vocal effects. Begin to understand how mouth shapes can affect voice sounds. Begin to internalise sounds by singing parts of a song 'in their heads.' <p>4. Perform compositions within the song</p> <ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Begin to identify melodic phrases and play them by ear Create an accompaniment to a known song Begin to create textures by combining sounds in different ways <p>5. Choose what to perform</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics <p>6. Prepare for performance</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics

<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource <p>6. To perform our song with body percussion.</p> <ul style="list-style-type: none"> Perform with awareness of different parts Perform in different ways, exploring the way the performers are a musical resource Appreciate and understand a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Begin to identify melodic phrases and play them by ear Create an accompaniment to a known song Begin to create textures by combining sounds in different ways <p>5. Choose what to perform</p> <p>6. Prepare for performance</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics Begin to internalise sounds by singing parts of a song 'in their heads.' Perform with awareness of different parts Perform in different ways, exploring the way the performers are a musical resource Appreciate and understand a range of high-quality live and recorded music Recognise how music can reflect different intentions 	<p>6. To learn the second phrase of 'Doh-a-deer'</p> <ul style="list-style-type: none"> Begin to perform a repeated pattern to a steady pulse Begin to recognise rhythmic patterns Begin to identify and recall rhythmic patterns Begin to identify melodic phrases and play them by ear 	<ul style="list-style-type: none"> Identify and recall rhythmic patterns Identify melodic phrases and play them by ear Perform with awareness of different parts Perform in different ways, exploring the way the performers are a musical resource Appreciate and understand a range of high-quality live and recorded music Recognise how music can reflect different intentions 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear Select instruments to describe visual images Choose instruments on the basis of internalised sounds <p>6. To perform their samba piece</p> <ul style="list-style-type: none"> Perform with awareness of different parts Perform in different ways, exploring the way the performers are a musical resource Appreciate and understand a range of high-quality live and recorded music Recognise how music can reflect different intentions 	<ul style="list-style-type: none"> Begin to internalise sounds by singing parts of a song 'in their heads.' Perform with awareness of different parts Perform in different ways, exploring the way the performers are a musical resource Appreciate and understand a range of high-quality live and recorded music Recognise how music can reflect different intentions
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#BTK and Links with other subjects

#BtK expressing yourself	#BtK friendships and people we rely on	#BtK developing skills – playing an instrument	#BtK developing personal skills #BtK building confidence - performing	#BtK developing skills – playing an instrument	#BtK building confidence - performing
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Key Vocabulary

Beat	Call and response	A Capella	Appraising	Beat	Call and response	A Capella	Appraising	Beat	Call and response	A Capella	Appraising
Chorus	Harmony	Arrangements	Balance	response	Harmony	Arrangements	Balance	Chorus	Harmony	Arrangements	Balance
Introduction	Lyrics	Ballad	Band	Chorus	Lyrics	Ballad	Band	Introduction	Lyrics	Ballad	Band
Performing	Phrase	Chord	Classical	Introduction	Phrase	Chord	Classical	Performing	Phrase	Chord	Classical
Pitch	Rhythm	Coda	Composing	Performing	Rhythm	Coda	Composing	Pitch	Rhythm	Coda	Composing
Tempo	Unison	Dynamics	Ensemble	Pitch	Unison	Dynamics	Ensemble	Tempo	Unison	Dynamics	Ensemble
		Hook	Improvise	Tempo		Hook	Improvise			Hook	Improvise
		Interlude	Keyboard			Interlude	Keyboard	Triangle	Chocolo	Interlude	Keyboard
		Melodic	Notation			Melodic	Notation	Guiro	Maracas	Melodic	Notation
		Offbeat	Ostinato			Offbeat	Ostinato	Agogo	Tamborim	Offbeat	Ostinato
		Pentatonic scale	Pulse/beat			Pentatonic scale	Pulse/beat	Surdo drums	Reco reco	Pentatonic scale	Pulse/beat
		Solo	Structure			Solo	Structure	Ganza		Solo	Structure
		Style	Syncopation			Style	Syncopation			Style	Syncopation
		Texture	Timbre			Texture	Timbre			Texture	Timbre



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Singing songs with control and using the voice expressively.

- Sing with confidence using a wider vocal range.
- Sing in tune.
- Sing with awareness of pulse and control of rhythm.
- Recognise simple structures. (Phrases).
- Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
- Sing songs and create different vocal effects.
- Understand how mouth shapes can affect voice sounds.
- Internalise sounds by singing parts of a song 'in their heads.'

Listening, Memory and Movement.

- Identify melodic phrases and play them by ear.
- Create sequences of movements in response to sounds.
- Identify phrases that could be used as an introduction, interlude and ending.

Controlling pulse and rhythm

- Recognise rhythmic patterns.
- Perform a repeated pattern to a steady pulse.
- Identify and recall rhythmic and melodic patterns.
- Identify repeated patterns used in a variety of music. (Ostinato).

Exploring sounds, melody and accompaniment

- Identify ways sounds are used to accompany a song.
- Analyse and comment on how sounds are used to create different moods.
- Explore and perform different types of accompaniment.
- Explore and select different melodic patterns.
- Recognise and explore different combinations of pitch sounds.

Control of instruments

- Identify melodic phrases and play them by ear.
- Select instruments to describe visual images.
- Choose instruments on the basis of internalised sounds.

Composition

- Create textures by combining sounds in different ways.
- Create music that describes contrasting moods/emotions.
- Improvise simple tunes based on the pentatonic scale.
- Compose music in pairs and make improvements to their own work.
- Create an accompaniment to a known song.
- Create descriptive music in pairs or small groups.

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.

Performance skills

- Perform in different ways, exploring the way the performers are a musical resource.
- Perform with awareness of different parts.

Evaluating and appraising

- Recognise how music can reflect different intentions.