

## Learning objectives and skills

	t Performance		Lent Play an instrument - melodic	ca	Pentecost
Singing together		Performance 'Lean on Me' Charanga		Other cultures music - Samba	
1. To le	earn to sing a song (John	1. Listen & Appraise: Lean On Me	1. To learn how to play the	7. To learn the second phrase of	1. To learn about samba
Kanaka		(Soul/Gospel)	melodica	'Doh-a-deer'	Identify melodic phrases
•	Begin to sing in tune	Begin to sing with confidence	Begin to identify melodic	Begin to perform a repeated	play them by ear
•	Begin to sing with awareness	using a wider vocal range.	phrases and play them by	pattern to a steady pulse	Analyse and comment of
	of pulse and control of rhythm.	Sing in tune.	ear	Begin to recognise rhythmic	sounds are used to crea
•	Begin to recognise simple	Begin to sing with awareness	Begin to identify melodic	patterns	different moods.
	structures. (Phrases).	of pulse and control of	phrases and play them by	Begin to identify and recall	<ul> <li>Understand the culture</li> </ul>
•	Begin to create sequences of	rhythm.	ear	rhythmic patterns	of the genre
	movements in response to	Begin to recognise simple	<ul> <li>Begin to create long and</li> </ul>	<ul> <li>Identify melodic phrases and</li> </ul>	
	sounds.	structures. (Phrases).	short sounds on instruments	play them by ear	2. To identify the different san
•	Begin to recognise rhythmic	Begin to sing expressively			instruments
	patterns	with awareness and control	2. To begin to play named notes	8. To practise the final phrase	Analyse and comment of
•	Begin to perform a repeated	at the expressive elements.	on the melodica	Perform a repeated pattern to a	sounds are used to crea
	pattern to a steady pulse	E.g. timbre, tempo,	<ul> <li>Begin to identify melodic</li> </ul>	steady pulse	different moods.
•	Begin to identify ways sounds	dynamics.	phrases and play them by	Recognise rhythmic patterns	Recognise rhythmic patr
	are used to accompany a song	Understand the culture &	ear	Identify and recall rhythmic	<ul> <li>Perform a repeated patt</li> </ul>
	(body percussion)	history of the genre	<ul> <li>Begin to identify melodic</li> </ul>	patterns	steady pulse
			phrases and play them by	<ul> <li>Identify melodic phrases and</li> </ul>	
2. To le	earn to sing a song in a round		ear	play them by ear	3. To learn how to play 3 diffe
(John I	Kanaka)	2. Sing the song & play	<ul> <li>Begin to perform long and</li> </ul>		samba instruments
•	Begin to sing in tune	instrumental parts	short sounds in response to		Begin to identify melodic
•	Begin to sing with awareness	<ul> <li>Begin to identify melodic</li> </ul>	symbols	9. To practise the final phrase	phrases and play them
	of pulse and control of rhythm.	phrases and play them by		Perform a repeated pattern to a	Analyse and comment of
•	Begin to recognise simple	ear	3. To practise a pentatonic scale	steady pulse	sounds are used to crea
	structures. (Phrases).	Begin to identify phrases that	on the melodica	Recognise rhythmic patterns	different moods.
•	Begin to create sequences of	could be used as an	<ul> <li>Begin to perform a repeated</li> </ul>	<ul> <li>Identify and recall rhythmic</li> </ul>	Recognise rhythmic pat
	movements in response to	introduction, interlude and	pattern to a steady pulse	patterns	<ul> <li>Perform a repeated patt</li> </ul>
	sounds.	ending.	<ul> <li>Begin to identify melodic</li> </ul>	<ul> <li>Identify melodic phrases and</li> </ul>	steady pulse
•	Begin to recognise rhythmic	Begin to analyse and	phrases and play them by	play them by ear	
	patterns	comment on how sounds are	ear		4. To learn how to play anothe
•	Begin to perform a repeated	used to create different			samba instruments
	pattern to a steady pulse	moods.	4. To learn the first phrase of 'Doh-	10. To practise 'Doh-a-deer' for	Begin to identify melodic
•	Begin to identify ways sounds	Begin to explore and perform	a-deer'	performance	phrases and play them
	are used to accompany a song	different types of	Begin to perform a repeated	Perform a repeated pattern to a	Analyse and comment of
	(body percussion)	accompaniment.	pattern to a steady pulse	steady pulse	sounds are used to creat
			Begin to recognise rhythmic	<ul> <li>Recognise rhythmic patterns</li> </ul>	different moods.
3. To p	olish a performance (John	3. Improvise the song	patterns	<ul> <li>Identify and recall rhythmic</li> </ul>	Recognise rhythmic patr
Kanaka	,	Sing expressively with	Begin to identify and recall	patterns	<ul> <li>Perform a repeated patt</li> </ul>
•	Begin to perform with	awareness and control at the	rhythmic patterns	<ul> <li>Identify melodic phrases and</li> </ul>	steady pulse
	awareness of different parts	expressive elements. E.g.	Begin to identify melodic	play them by ear	
		timbre, tempo, dynamics	phrases and play them by		5. To begin to create a perform
4. To c	reate our own simple song	Begin to sing songs and	ear	11. To practise 'Doh-a-deer' for	Begin to identify melodic
•	Create an accompaniment to a	create different vocal effects.		performance	phrases and play them
	known song	Begin to understand how	F. To loove the first shares of (D-1)	Perform a repeated pattern to a	Analyse and comment of
٠	Begin to create textures by	mouth shapes can affect	5. To learn the first phrase of 'Doh-	steady pulse	sounds are used to crea
	combining sounds in different	voice sounds.	a-deer'	Recognise rhythmic patterns	different moods.
	ways	Begin to internalise sounds	Begin to perform a repeated	<ul> <li>Identify and recall rhythmic</li> </ul>	Explore and perform diff
•	Begin to improvise simple	by singing parts of a song 'in	pattern to a steady pulse	patterns	types of accompanimen
	tunes based on the pentatonic	their heads.'	Begin to recognise rhythmic	<ul> <li>Identify melodic phrases and</li> </ul>	Recognise rhythmic patr
	scale.	4 Derform compositions within	patterns	play them by ear	Perform a repeated patt
•	Begin to compose music in	4. Perform compositions within	<ul> <li>Begin to identify and recall rbuthmic patterns.</li> </ul>		steady pulse
	pairs and make improvements	the song	rhythmic patterns	12. Perform 'Doh-a-deer'	Create music that descr
	to their own work.	Begin to identify melodic     phrases and play them by	Begin to identify melodic	Perform a repeated pattern to a	contrasting moods/emot
		phrases and play them by	phrases and play them by	steady pulse	Create descriptive musi
	reate body percussion	ear	ear	Recognise rhythmic patterns	pairs or small groups
rhythm					

a	Improvise 'Mamma Mia' Charanga					
ia internet	improvise maining ma charanga					
	1. Listen & Appraise:					
es and	Begin to sing with confidence using a     wider used range					
on how	<ul><li>wider vocal range.</li><li>Sing in tune.</li></ul>					
eate	<ul> <li>Begin to sing with awareness of</li> </ul>					
	pulse and control of rhythm.					
e & history	<ul> <li>Begin to recognise simple structures. (Phrases).</li> </ul>					
	Begin to sing expressively with					
mba	awareness and control at the					
on how	expressive elements. E.g. timbre, tempo, dynamics.					
eate	tempo, dynamics.					
	2. Sing the song & play instrumental parts					
atterns	Begin to identify melodic phrases					
ttern to a	and play them by ear					
	<ul> <li>Begin to identify phrases that could be used as an introduction, interlude</li> </ul>					
ferent	and ending.					
	Begin to analyse and comment on					
lic	how sounds are used to create					
n by ear	different moods.					
on how eate	<ul> <li>Begin to explore and perform different types of accompaniment.</li> </ul>					
ale	different types of accompaniment.					
atterns	3. Improvise the song					
ttern to a	<ul> <li>Sing expressively with awareness</li> </ul>					
	and control at the expressive					
ner 3	elements. E.g. timbre, tempo, dynamics					
	Begin to sing songs and create					
lic	different vocal effects.					
n by ear	Begin to understand how mouth					
on how	shapes can affect voice sounds.					
eate	<ul> <li>Begin to internalise sounds by singing parts of a song 'in their</li> </ul>					
atterns	heads.'					
ttern to a						
	4. Perform compositions within the song					
rmance	Begin to identify melodic phrases     and play them by ear					
lic	<ul> <li>and play them by ear</li> <li>Begin to identify melodic phrases</li> </ul>					
n by ear	and play them by ear					
on how	Create an accompaniment to a					
eate	known song					
Horoct	Begin to create textures by     combining counds in different wave					
ifferent ent	combining sounds in different ways					
atterns	5. Choose what to perform					
ittern to a	s. choose what to perform					
	6. Prepare for performance					
cribes	<ul> <li>Sing expressively with awareness</li> <li>and control at the expressive</li> </ul>					
otions sic ion	and control at the expressive elements. E.g. timbre, tempo,					
	dynamics					

exploring perform o resource 6. To perform o percussion. • Perform different • Perform exploring performo resource • Apprecia	our song with body with awareness of t parts in different ways, g the way the ers are a musical e ate and understand a f high-quality live and	<ul> <li>Begin to identify m phrases and play the ear</li> <li>Create an accompara known song</li> <li>Begin to create text combining sounds ways</li> <li>5. Choose what to performance</li> <li>Sing expressively of awareness and contexpressive element timbre, tempo, dyn</li> <li>Begin to internalise by singing parts of their heads.'</li> <li>Perform with aware different parts</li> <li>Perform in different exploring the way to performers are a more source</li> <li>Appreciate and under range of high-qualities for the source</li> <li>Recognise how mureflect different interval</li> </ul>	hem by animent to animent to tures by in different <b>m</b> <b>ce</b> with ntrol at the its. E.g. amics a song 'in eness of t ways, the nusical derstand a ity live and usic can	<ul> <li>pattern to a</li> <li>Begin to rec patterns</li> <li>Begin to ide rhythmic pat</li> <li>Begin to ide</li> </ul>	form a repeated steady pulse ognise rhythmic ntify and recall	<ul> <li>patterns</li> <li>Identify mela play them by</li> <li>Perform with different par</li> <li>Perform in or exploring the performers a resource</li> <li>Appreciate a range of hig recorded mu</li> <li>Recognise h</li> </ul>	a awareness of ts ifferent ways, e way the are a musical and understand a h-quality live and	<ul> <li>play there</li> <li>Select in visual im</li> <li>Choose basis of</li> <li>6. To perform the Perform different</li> <li>Perform exploring performed resource</li> <li>Apprecia range of recorded</li> <li>Recogni</li> </ul>	ages instruments to describe ages instruments on the internalised sounds neir samba piece with awareness of parts in different ways, o the way the ers are a musical ate and understand a high-quality live and	<ul> <li>singing parts heads.'</li> <li>Perform with parts</li> <li>Perform in c the way the resource</li> <li>Appreciate a of high-qual music</li> </ul>	ernalise sounds by s of a song 'in their n awareness of different lifferent ways, exploring performers are a musical and understand a range ity live and recorded now music can reflect entions
"Dut/						s with othe					
#BtK expressing	g yourself	#BtK friendships and peop on	ble we rely	<ul> <li>#BtK developing skills – playing an instrument</li> </ul>		#BtK developing personal skills #BtK building confidence - performing		#BtK developing skills – playing an instrument		#BtK building confidence - performing	
					Key	Vocabulary					
Beat Chorus Introduction Performing Pitch Tempo	Call and response Harmony Lyrics Phrase Rhythm Unison	ArrangementsBBalladBChordCCodaCDynamicsBHookInterludeInterludeKMelodicNOffbeatCPentatonic scalePSoloSStyleSyr	appraising Balance Band Classical Composing Ensemble mprovise Ceyboard Iotation Ostinato Stinato Stinato Ulse/beat tructure ncopation mbre	response Chorus Introduction Performing Pitch	Call and Harmony Lyrics Phrase Rhythm Unison	A Capella Arrangements Ballad Chord Coda Dynamics Hook Interlude Melodic Offbeat Pentatonic scale Solo Style Texture	Appraising Balance Band Classical Composing Ensemble Improvise Keyboard Notation Ostinato Pulse/beat Structure Syncopation Timbre	Beat Chorus Introduction Performing Pitch Tempo Triangle Guiro Agogo Surdo drums Ganza	Call and response Harmony Lyrics Phrase Rhythm Unison Chocolo Maracas Tamborim Reco reco	A Capella Arrangements Ballad Chord Coda Dynamics Hook Interlude Melodic Offbeat Pentatonic scale Solo Style Texture	Appraising Balance Band Classical Composing Ensemble Improvise Keyboard Notation Ostinato Pulse/beat Structure Syncopation Timbre

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Singing songs with control and using the voice expressively.	<ul> <li>Sing with confidence using a wider vocal range.</li> <li>Sing in tune.</li> <li>Sing with awareness of pulse and control of rhythm.</li> <li>Recognise simple structures. (Phrases).</li> <li>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dyr</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>
Listening, Memory and Movement.	<ul> <li>Identify melodic phrases and play them by ear.</li> <li>Create sequences of movements in response to sounds.</li> <li>Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>
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	<ul> <li>Identify ways sounds are used to accompany a song.</li> <li>Analyse and comment on how sounds are used to create different moods.</li> <li>Explore and perform different types of accompaniment.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul>
Control of instruments	<ul> <li>Identify melodic phrases and play them by ear.</li> <li>Select instruments to describe visual images.</li> <li>Choose instruments on the basis of internalised sounds.</li> </ul>
Composition	<ul> <li>Create textures by combining sounds in different ways.</li> <li>Create music that describes contrasting moods/emotions.</li> <li>Improvise simple tunes based on the pentatonic scale.</li> <li>Compose music in pairs and make improvements to their own work.</li> <li>Create an accompaniment to a known song.</li> <li>Create descriptive music in pairs or small groups.</li> </ul>
Reading and writing notation	<ul> <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> </ul>
Performance skills	<ul> <li>Perform in different ways, exploring the way the performers are a musical resource.</li> <li>Perform with awareness of different parts.</li> </ul>
Evaluating and appraising	Recognise how music can reflect different intentions.

ynamics.	