



Learning objectives and skills

Advent		Lent		Pentecost	
Happy Theme: Being happy!	Theme: Jazz, improvisation and composition	A New Year Carol (The music of Benjamin Britton)	You've got a friend in me (The music of Carole King)	Music and me	Reflect, rewind and replay
<ul style="list-style-type: none"> Identify different moods and textures. Improvise rhythm patterns. Create different effects using combinations of pitched sounds. Sing songs with increasing control of breathing, posture and sound projection. Sing a round in two parts and identify the melodic phrases and how they fit together. Play accompaniments with control and accuracy. Internalise short melodies and play these on pitched percussion (play by ear). Present performances effectively with awareness of audience, venue and occasion. Appreciate and understand a wide range of high quality live and recorded music. 	<ul style="list-style-type: none"> Identify how a mood is created by music and lyrics (understand the culture and history of the genre) Listen to longer pieces of music and identify features. Perform an independent part keeping to a steady beat. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Identify different starting points or composing music. Improve their work through analysis, evaluation and comparison. 	<ul style="list-style-type: none"> Identify how a mood is created by music and lyrics Create dances that reflect musical features. Subdivide the pulse while keeping to a steady beat. Identify different speeds of pulse (tempo) by clapping and moving. Sing with expression and rehearse with others. Identify phrases through breathing in appropriate places. Sing songs in tune and with an awareness of other parts. Improve their work through analysis, evaluation and comparison. 	<ul style="list-style-type: none"> Identify how a mood is created by music and lyrics Sing songs with increasing control of breathing, posture and sound projection. Identify and control different ways percussion instruments make sounds. Perform using notation as a support. Sing songs with staff notation as support. Improve their work through analysis, evaluation and comparison. 	<ul style="list-style-type: none"> Identify different starting points or composing music. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Explore, select combine and exploit a range of different sounds to compose a soundscape. Identify the metre of different songs through recognising the pattern of strong and weak beats. Perform using notation as a support. Sing songs with staff notation as support Present performances effectively with awareness of audience, venue and occasion. Appreciate and understand a wide range of high quality live and recorded music. Improve their work through analysis, evaluation and comparison. 	<ul style="list-style-type: none"> Listen to longer pieces of music and identify features. Improvise rhythm patterns. Identify the metre of different songs through recognising the pattern of strong and weak beats. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. Present performances effectively with awareness of audience, venue and occasion. Appreciate and understand a wide range of high quality live and recorded music.

#BTK and Links with other subjects

	Literacy and Art – creating atmosphere	PE - dance	#BTK expressing who you are	#BTK – being yourself, expressing yourself and respecting one another Literacy – writing lyrics	
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Key Vocabulary

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	Gender, racism, rap, lyrics, turntablist, DJing, producer, electronic and acoustic music, culture, identity, inspirational	Composition. appraise
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Singing songs with control and using the voice expressively.

- Sing songs with increasing control of breathing, posture and sound projection.
- Sing songs in tune and with an awareness of other parts.
- Identify phrases through breathing in appropriate places.
- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Listening, Memory and Movement.

- Internalise short melodies and play these on pitched percussion (play by ear).
- Create dances that reflect musical features.
- Identify different moods and textures.
- Identify how a mood is created by music and lyrics.
- Listen to longer pieces of music and identify features.

Controlling pulse and rhythm

- Identify different speeds of pulse (tempo) by clapping and moving.
- Improvise rhythm patterns.
- Perform an independent part keeping to a steady beat.
- Identify the metre of different songs through recognising the pattern of strong and weak beats.
- Subdivide the pulse while keeping to a steady beat.

Exploring sounds, melody and accompaniment

- Skills development for this element are to be found within 'Control of instruments' and 'Composition'.

Control of instruments

- Identify and control different ways percussion instruments make sounds.
- Play accompaniments with control and accuracy.
- Create different effects using combinations of pitched sounds.
- Use ICT to change and manipulate sounds.

Composition

- Identify different starting points or composing music.
- Explore, select combine and exploit a range of different sounds to compose a soundscape.
- Write lyrics to a known song.
- Compose a short song to own lyrics based on everyday phrases.
- Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Reading and writing notation

- Perform using notation as a support.
- Sing songs with staff notation as support.

Performance skills

- Present performances effectively with awareness of audience, venue and occasion.

Evaluating and appraising

- Improve their work through analysis, evaluation and comparison.