

Technical = T

Expressive = E

Constructive = C

EYFS Expressive Arts and Design Early Learning Goal				
During their time in early years, children will have listen attentively, moved to and talked about music, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will also explore and engage in music making and dance, performing solo or in groups.				
EYFS	<u>Exploring Sound</u>	<u>Music and Movement</u>	<u>Musical Stories</u>	<u>Big Band</u>
	<p>Explore using voices to make a variety of sounds.</p> <p>Explore how to use our bodies to make sounds</p> <p>Explore different sounds and think about tempo</p> <p>Explore the sounds of different instruments</p> <p>Experiment with tempo and dynamic when playing instruments</p> <p>Identify sounds in the environment and differentiate between them.</p> <p>Use musical vocabulary when describing environmental sounds.</p> <p>Identify and describe familiar nature sounds and differentiate between them</p> <p>Use voices to imitate natural sound</p>	<p>Listen/Perform: Head, shoulders, knees and toes</p> <p>Understand why songs have actions T</p> <p>Learn some simple Makaton signs to accompany a song T</p> <p>Listen/Perform Justin Timberlake – Can't Stop the Feeling</p> <p>Pharrell Williams – Happy</p> <p>American Authors – Best Days of my life</p> <p>Explore beat through body movement C</p> <p>Express feelings and emotions through movement to music E</p> <p>Listen/Perform: Vivaldi's 4 Seasons</p> <p>Slow Jazz Music</p> <p>John Denver Annie's Song</p> <p>Someday my Prince will come</p> <p>Techno Music – London Rock</p> <p>Franz Schubert March Militaire</p> <p>Explore beat through body movement C</p> <p>Jiggle scarf song by kindyRock'</p> <p>Express feelings and emotions through movement to music E</p> <p>Perform action songs to a small audience. E</p>	<p>Listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy - recall part of the story. T</p> <p>Listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev - recall the characters from the story. T</p> <p>Listen/Perform: The Sleeping Princess</p> <p>Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. E</p> <p>Talk about how a piece of music makes you feel</p> <p>Listen/Perform: We're Going on a bear Hunt.</p> <p>Use actions to retell a story to music C</p> <p>Sing and perform a group song E</p> <p>Learn how instruments can represent a certain mood, character or action E</p> <p>Create a musical story based upon a familiar routine C</p> <p>Use instruments to represent moods or actions E</p> <p>Play an instrument as part of a group story E</p>	<p>Listen/Perform: 'We Are the Dinosaurs' by the Laurie Berkner Band</p> <p>Discuss what makes a musical instrument T</p> <p>Use recyclable materials to create a simple representation of a musical instrument T</p> <p>Listen/Perform: 'Pirates of the Carribbean - Auckland Symphony Orchestra'</p> <p>Learn what an orchestra is T</p> <p>Learn about the four different groups of musical instruments T</p> <p>Copy and follow a beat T</p> <p>Follow a beat using an untuned instrument T</p> <p>Experiment with playing tuned and untuned instruments E</p> <p>Listen/Perform: Row, Row, Row Your Boat</p> <p>'The Grand Old Duke of York'</p> <p>Play in time to familiar songs E</p> <p>Choose appropriate instruments to represent different parts of a song. C</p> <p>Perform a practised song to a small audience. E</p>

	<p><u>Vocabulary</u> Sounds, instrument, bodies, voices, loud, quiet</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Vocabulary</u> Sounds, instrument, bodies, voices, listen, Makaton</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Vocabulary</u> Sounds, instrument, mood, actions</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Vocabulary</u> Sounds, instrument, mood, actions</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>
Year 1	<p>National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Pulse and rhythm</p> <p>Listen/Perform: My favourite things</p> <p>To demonstrate an understanding of pulse using parts of the body. C</p> <p>Listen/Perform: You've got friend in me – Randy Newman from Toy Story.</p> <p>To keep a pulse and show a sound pattern using bodies and voices. E</p> <p>Listen/Perform: Can't stop the feeling by Justin Timberlake</p> <p>To explore using a thinking voice to show the pulse. T</p> <p>Happy</p>	<p>National Curriculum objectives: <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Musical Symbols</p> <p>Listen/Perform: Under the Sea</p> <p>To explore tempo changes through movement. T</p> <p>Listen/Perform: Deep Ocean To explore how dynamics can be represented by different symbols. T</p> <p>Listen/Perform: Underwater To clap simple rhythmic patterns whilst keeping the pulse. E</p> <p>To interpret symbols to demonstrate a pitch pattern. T</p> <p>To perform as part of a group to demonstrate dynamics, pitch and rhythm. E</p> <p><u>Vocabulary</u> Pulse, dynamics, tempo Celeste, timbre, pitch Rhythm, structure Texture, graphic score</p>	<p>National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Sound patterns</p> <p>Listen/Perform: The 3 Little Pigs (story) To explore and change dynamics using voice. T and E</p> <p>To experiment with creating different sounds using a single instrument. C</p> <p>To read simple rhythmic patterns comprising of one beat sounds and one beat rests. E</p> <p>To play sound patterns in time with the pulse using a visual stimulus. E</p> <p>To show awareness of different roles when performing in a group performance. E</p> <p><u>Vocabulary</u> Timbre, pulse, rhythm Syllables, strings, timpani Oboe, clarinet, bassoon french horn, flute</p>	<p>National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Pitch and tempo</p> <p>Listen/Perform Superman theme music To identify high and low pitch T</p> <p>Listen/Perform Batman theme tune To create a pattern using two pitches C</p> <p>Listen/Perform William Tell Overture – Finale' by Gioachino Rossini To demonstrate tempo changes. T</p> <p>Listen/Perform: Super heroes music To create a superhero theme tune C</p> <p>Listen/Perform The Incredibles theme music To perform confidently as part of a group E</p> <p><u>Vocabulary</u> Accelerando, high pitched low pitch, perform, performance, pitch, pitch pattern, tempo</p>

	<p>To play short rhythms in time with the pulse. T</p> <p>To demonstrate an understanding of pulse through performance. T</p> <p><u>Vocabulary</u></p> <p>Rhythm, pulse, speaking voice, singing voice</p> <p><u>Instruments</u></p> <p>Percussion instruments(inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Instruments</u></p> <p>Percussion instruments (inc. Glockenspiel, xylophones, wooden blocks), voice, piano/ keyboard</p>	<p><u>Instruments</u></p> <p>Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Instruments</u></p> <p>Percussion instruments (inc. Glockenspiel, chime bars and handbells), voice</p>
<p>Year 2</p>	<p>National Curriculum objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Call and response - Animals To create short sounds with varied dynamics that represent an animal. C <u>Listen/Perform:</u> 'Marimba class' by Neil Sidwell To copy a short sound pattern T To explore call and response using instruments. C To create sound patterns based on call and response. C To perform different sound patterns with contrasting dynamics. E</p> <p><u>Vocabulary</u> Timbre, dynamics, tempo call and response, rhythm structure</p> <p><u>Instruments</u> Percussion instruments</p>	<p>National Curriculum objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Instruments <u>Listen/Perform:</u> "Eric Coates - The Three Bears: A phantasy" To explore listening and analysing a piece of music in relation to a story. T <u>Listen/Perform:</u> "Do You Want To Build A Snowman?" To explore listening and analysing a piece of music in relation to a story. T</p> <p>To explore how music and sound effects can tell a story. C</p> <p>To select appropriate sounds to match events, characters and feelings in a story. C</p> <p><u>Listen/Perform:</u> Jack and the Beanstalk' To suggest appropriate sounds to represent parts of a story. E</p>	<p>National Curriculum objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Pitch - Musical me</p> <p>To understand and practice reading different symbols to show pitch. T <u>Listen/Perform:</u> Once a man fell in a well To sing and draw pitch patterns. C To read and understand the notation for the song 'Once a Man Fell in a Well.' T To use a tuned percussion instrument to play a song. E To complete the notation for a short song using a three-line stave. E</p> <p><u>Vocabulary</u> Rhythm, pulse, dynamics, timbre, beat, melody, notation</p> <p><u>Instruments</u> Percussion instruments</p>	<p>National Curriculum objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Structure - Myths and legends <u>Listen/Perform:</u> "St. George and the Dragon" To read and clap a rhythm based on a phrase from a story. T To hear, write and clap rhythms based on a phrase from a story. C <u>Listen/Perform:</u> 'Good King Arthur' To use a rhythm in different ways to demonstrate structure. C To create a structure using rhythmic patterns. E To perform a group composition E</p> <p><u>Vocabulary</u></p>

	(inc. drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	To perform a composition showing E <u>Vocabulary</u> Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo <u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	(inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, staff, notation, structure, tempo, texture, timbre <u>Instruments</u> Voice, glockenspiel, keyboard, drums, triangle, tambourine, castanets, guiro, cowbell, symbols
Year 3	<p>National Curriculum objectives: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Ballads Listen/Perform: Space Oddity by David Bowie To sing a ballad and explain what it is T To be able to perform a ballad with an understanding of style E Listen/Perform: 'Soar by Alyce Tzue' To understand that ballads tell a story T Listen/Perform: Writing on the wall – Sam Smith Diamonds Rhianna Run Leona Lewis Winds of change – The Scorpions Hello - Adele To be able to write lyrics for a ballad C 'Blue (Da Ba Dee)' by Eiffel 65 To take part in a group performance E</p> <p><u>Vocabulary</u></p>	<p>National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Developing singing techniques Listen/Perform : Dragon Ship To sing in time with others T Listen/Perform: Sing like a Viking To recognise simple rhythmic notation by ear and by sight T</p> <p>To use simple rhythmic notation to compose a Viking battle song C</p> <p>To perform music with confidence and discipline E</p>	<p>National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Pentatonic melodies and composition</p> <p>To learn about the music used to celebrate the Chinese New Year festival T Listen/Perform: 'Jasmine Flower' To play a pentatonic melody C To write and perform a pentatonic melody E Listen/Perform: 'Enter the Dragon'. To perform a group composition E To perform a piece of music as a group E</p>	<p>National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p> <p>Traditional instruments and improvisation</p> <p>To explain an opinion of Indian music T Listen/Perform 'Knight Rider Bhangra, by Punjabi MC' on Video link. To be able to improvise using given notes C Listen/Perform: Indian Tanpura drone. To be able to improvise using given notes C Listen/Perform: 'Talavya: Tabla ecstasy' To create a piece of music using a drone, rag and tal C Listen/Perform: Anile vaa To perform a piece of music using musical notation E</p>

	<p>Ballad, ensemble, compose</p> <p><u>Instruments</u> voice</p>	<p><u>Vocabulary</u> Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p> <p><u>Instruments</u> Voice, glockenspiel</p>	<p><u>Vocabulary</u> Tempo, crescendo, dynamics, timbre duration</p> <p><u>Instruments</u> Voice, glockenspiel</p>	<p><u>Vocabulary</u> Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala tempo</p> <p><u>Instruments</u> glockenspiel</p>
<p>Year 4</p>	<p>National Curriculum objectives: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Body and tuned percussion Listen/Perform 'Rain sound by clapping' To identify structure and texture in music T Listen/Perform 'Clapping music' by Steve Reich To use body percussion C To create musical rhythms using body percussion C Listen/Perform 'The rhythm of the rainforest floor' To create simple tunes C Listen/Perform 'Cup Challenge from perfect pitch' To build and improve a composition C</p> <p><u>Vocabulary</u> Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration keyboard</p>	<p>National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Changes in pitch, tempo and dynamics Listen/Perform 'River Deep Mountain High' – Ike and Tina Turner Listen/Perform 'The River is Flowing' To sing in two parts using expression and dynamics E Listen/Perform 'The Moldau' by Bedrich Smetana. To recognise key elements of music T Listen/Perform 'Black Horse and The Cherry Tree' by KT Tunstall To perform a vocal ostinato E To create and perform an ostinato E To improve and perform a piece of music based around ostinatos E</p> <p><u>Vocabulary</u></p>	<p>National Curriculum objectives: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music</p> <p>Samba and carnival sounds Listen/Perform: 'Batucada Samba bateria' To recognise and identify the main features of samba music T Listen/Perform: 'Rio de Janerio Carnival' To understand and play syncopated rhythms T Listen/Perform: Samba rhythms To play syncopated rhythms as part of a group C Listen/Perform: Samba Drumming To compose a basic rhythmic break C Listen/Perform: Samba call and response To perform rhythmic breaks within the samba piece E</p> <p><u>Vocabulary</u> Agogo, bateria, Caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique</p>	<p>National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Adapting and transporting motifs Listen/Perform 'Road Building song' To sing in tune and in time C To understand what a musical motif is T To compose and notate a motif C To develop and transpose a musical motif C Listen/Perform 'Beethoven's fifth symphony' To combine and perform different versions of a musical motif E</p> <p><u>Vocabulary</u> backing track, bass line, beat, call and response, compose, crotchet dotted minim, flats, graphic, notation, in-time, in-tune key, key, signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic, notation, riff, semibreve, sharps</p>

	<p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols) keyboard</p>	<p>a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols)</p>	<p>rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice, piano/keyboard</p>
<p>Year 5</p>	<p>National Curriculum Objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Composition notation <u>Listen/Perform Gift of the Nile performance</u> To sing with accuracy, fluency, control, and expression C <u>Walk Like An Egyptian' by The Bangles</u> To explore and use different forms of notation T To understand note length T <u>Listen/Perform Gift of the Nile</u> To read simple pitch notation T <u>Listen/Perform Funeral march for Queen Mary I – Henry Purcell</u> To use hieroglyphs and stave notation to write a piece of music C <u>Vocabulary</u> Features, notation, repeating Unison, composition, structure Repetition, melody, tempo, compose Ensemble, minor key</p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>Blues To know the key features of Blues music <u>Listen/Perform Moanin' Lisa Blues</u> To play the first line of the 12-bar Blues E <u>Listen/Perform 12-bar Blues,</u> To be able to play the 12-bar Blues E <u>Listen/Perform String bend style guitar</u> To be able to play the Blues scale C <u>Listen/Perform SwissDutchManMusic - Piano Blues improvisation</u> To be able to improvise with notes from the Blues scale E</p> <p><u>Vocabulary</u></p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>South and west Africa <u>Listen/Perform Shosholoza - song, lyrics and translation'</u> To sing a traditional African song unaccompanied E To use tuned percussion to play a chord progression T <u>Listen/Perform Drumming away to Africa</u> To use vocals or tuned percussion to perform a piece of music as an ensemble E <u>Listen/Perform Drumming away to Africa</u> To play call and response rhythms using percussion instruments C To create an eight beat break to play within a performance E</p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Composition to represent the festival of colour <u>'Morning' from the Peer Gynt Suite by Edvard Grieg</u> <u>'Movement 4 (Saltarello/Tarantella) from the Italian Symphony by Felix Mendelsshon</u> <u>'Vltava/Die Moldau from Má vlast (My Fatherland) by Bedrich Smetena</u> To understand that music can be represented with colours T To represent a piece of music as a graphic score T To create a vocal composition based on a picture C To create a piece of music inspired by a single colour C To work as a group to perform a piece of music E</p>

	<p><u>Instruments</u> Glockenspiel and voice</p>	<p>Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation</p> <p><u>Instruments</u> Glockenspiel and keyboard</p>	<p><u>Vocabulary</u> a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Vocabulary</u> Synaesthesia, dynamics, Holi, graphic score, vocal composition, performance</p> <p><u>Instruments</u> Voice</p>
<p>Year 6</p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>Baroque To understand the importance of Monteverdi in the history of opera. T To read and play a canon from staff notation. C To demonstrate an understanding of Baroque music features when composing. C To combine knowledge of staff notation and aural awareness to play a fugue C To apply their understanding of fugue structure when performing with others. E</p> <p><u>Vocabulary</u> Baroque, bass clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative</p> <p><u>Instruments</u> Voice, glockenspiel</p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Dynamics: pitch and tempo To appraise the work of a classical composer (Felix Mendelssohn) T To improvise as a group, using dynamics and pitch C To improvise as a group, using texture C To use knowledge of dynamics, texture and pitch to create a group composition T <i>Fingal's Cave' by Mendelssohn</i> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch C</p> <p><u>Vocabulary</u></p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>Theme and variations To explore the musical concept of theme and variations T <i>The Young Person's Guide to the Orchestra</i> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' T To use complex rhythms to be able to perform a theme C To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time C To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. C</p> <p><u>Vocabulary</u> 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif,</p>	<p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Composing and performing a leavers song <i>Never forget – Take That</i> <i>You've got a friend in me – Randy Newman, Toy Story</i> <i>With a little help from my friends – The Beatles</i> <i>Reach – S Club 7</i> To listen to and describe music T To write lyrics for a song C To organise lyrics into a song structure <i>Four-chord progressions.</i> C To use vocal improvisation and known melodies against a backing track C To compose a melody C</p> <p><u>Vocabulary</u> Allegro, arrangement, backing track, chorus, chord progression, compose,</p>

		<p>audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>
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