

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	LET YOUR SPIRIT FLY	GLOCKENSPIEL STAGE 1	THREE LITTLE BIRDS	THE DRAGON SONG	BRINGING US TOGETHER	REFLECT, REWIND AND REPLAY
NATIONAL CURRICULUM OBJECTIVE	Tuned Instruments, Listening & Performing	Tuned Instruments, Listening & Performing	Tuned Instruments, Listening & Performing	Listening & Performing	Tuned Instruments, Listening, Composing & Performing	Tuned Instruments, Listening & Performing
PLAYING	<p>I am aware of the pulse and can play a rhythm over the top.</p> <p>I can look at simple music to understand what I am playing, e.g. given note letters.</p>	<p>I can repeat short rhythmic and melodic patterns.</p> <p>I am aware of the pulse and can play a rhythm over the top.</p> <p>I can look at simple music to understand what I am playing.</p> <p>I can begin to read a simple musical stave with support.</p>	<p>I am aware of the pulse and can play a rhythm over the top.</p> <p>I can look at simple music to understand what I am playing.</p>		<p>I am aware of the pulse and can play a rhythm over the top.</p>	<p>I can look at simple music to understand what I am playing.</p> <p>I can read a simple musical stave with support.</p>
LISTENING AND APPRAISING	<p>I can identify and move to the pulse.</p> <p>I can listen to different styles of music & identify some instruments.</p> <p>I can identify some styles (genres) and express a preference giving my reasons, e.g. RnB, Soul.</p> <p>I can listen carefully to other people's thoughts about music.</p>	<p>I can listen carefully to other people's thoughts about music.</p>	<p>I can identify some instruments you can hear playing.</p> <p>I can identify if it's a male or female voice singing the song.</p> <p>I can identify some styles (genres) and express a preference giving my reasons, e.g. rap, reggae.</p> <p>I can think about what the words of a song mean.</p>	<p>I can identify and move to the pulse.</p> <p>I can listen to different styles of music & identify some instruments.</p> <p>I can identify some styles (genres) and express a preference giving my reasons, e.g. rap, reggae.</p> <p>I can listen carefully to other people's thoughts about music.</p>	<p>I can identify some instruments you can hear playing.</p> <p>I can identify if it's a male or female voice singing the song.</p> <p>I can identify some styles (genres) and express a preference giving my reasons, e.g. disco.</p> <p>I can think about what the words of a song mean.</p> <p>I can describe music using appropriate vocabulary.</p>	<p>I can listen to different styles of music & identify some instruments, e.g. recorder, wind instruments.</p>
COMPOSING AND IMPROVISING	<p>I can improvise using one note.</p> <p>I can sequence long and short sounds.</p>	<p>I can plan and create a section of music that can be performed within the context of the unit song.</p>	<p>I can plan and create a section of music that can be performed within the context of the unit song.</p> <p>I can record a composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation.</p>		<p>I can plan and create a section of music that can be performed within the context of the unit song.</p>	<p>I can compose simple melodies using notes C D E A G.</p>
PERFORMING (INCLUDING SINGING)	<p>I can repeat short rhythmic phrases from memory.</p> <p>I can record a performance and say how I felt, what I was pleased with & why, e.g. music in time, in tune...</p> <p>I can sing in unison.</p> <p>I can demonstrate good singing posture.</p>	<p>I can record a performance and say how I felt, what I was pleased with & why.</p>	<p>I can repeat short rhythmic phrases from memory.</p> <p>I can sing with awareness of following the beat.</p> <p>I can sing with attention to clear diction.</p> <p>I can copy back simple melodic phrases using the voice.</p>	<p>I can sing in unison.</p> <p>I can sing in parts, e.g. separate lines, verses.</p> <p>I can record a performance and say how I felt, what I was pleased with & why.</p> <p>I can sing expressively, with attention to the meaning of the words.</p>	<p>I can sing in unison and in simple two-parts.</p> <p>I can repeat short rhythmic phrases from memory.</p> <p>I can follow instructions when performing.</p>	<p>I can repeat short rhythmic phrases from memory.</p> <p>I can record a performance and say how I felt, what I was pleased with & why.</p>
OUTCOMES: MUSICAL KNOWLEDGE AND SKILLS	<p>I can listen & copy a riff using given notes, e.g. C & D from memory.</p> <p>I can identify a growing range of genres, e.g. pop, rock, RnB.</p> <p>I can describe my performance using some musical terms, e.g. pulse, rhythm, tempo.</p>	<p>I can play a simple ostinato on a glockenspiel, e.g. 4 notes with pictorial references.</p> <p>I can recognise a musical stave.</p> <p>I can begin to recognise simple musical notation, e.g. crochet.</p> <p>I can learn & perform a new song on the glockenspiel.</p>	<p>I can follow & play a given rhythm on the glockenspiel, e.g. given notes.</p> <p>I can identify some instruments when I listen to music.</p> <p>I can play a short melody from memory over the pulse.</p>	<p>I can identify some instruments when I listen to music.</p> <p>I can give a preference using some musical terms, e.g. pitch, tempo, dynamic...</p> <p>I can perform a song in both unison or given parts.</p> <p>I show an awareness of pitch & tempo.</p>	<p>I can learn & perform a new song.</p> <p>I can accompany a song using a tuned and untuned instrument, e.g. glockenspiel, tambourine.</p> <p>I can follow a graphic score.</p> <p>I can sing or play in parts.</p>	<p>I can read & play a simple ostinato on the glockenspiel e.g. using musical staves.</p> <p>I can play clear notes on instruments and use them to make a range of sounds.</p> <p>I can compose simple melodies.</p>
VOCABULARY	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.					