

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	MAMMA MIA	GLOCKENSPIELS 2	STOP!	LEAN ON ME	BLACKBIRD	REFLECT, REWIND AND REPLAY
NATIONAL CURRICULUM OBJECTIVE	Tuned Instruments, Listening, Composing & Performing	Tuned Instruments, Listening, Composing & Performing	Listening & Performing	Listening, Composing & Performing	Tuned Instruments, Listening, Composing & Performing	Tuned Instruments, Listening, Composing & Performing
PLAYING	<p>I can use body percussion, instruments and voices.</p> <p>I can play notes clearly on instruments, eg. glockenspiel.</p> <p>I can follow instructions when performing.</p> <p>I can begin to read a simple musical stave.</p>	<p>I can use body percussion, instruments and voices.</p> <p>I can play notes clearly on instruments, eg. glockenspiel.</p> <p>I can follow instructions when performing.</p> <p>I can begin to read a simple musical stave.</p>		<p>I can use body percussion, instruments and voices.</p> <p>I can play notes clearly on instruments, eg. glockenspiel.</p> <p>I can follow instructions when performing.</p> <p>I can begin to read a simple musical stave.</p>	<p>I can use body percussion, instruments and voices.</p> <p>I can play notes clearly on instruments, eg. glockenspiel.</p> <p>I can follow instructions when performing.</p> <p>I can begin to read a simple musical stave.</p>	<p>I can use body percussion, instruments and voices.</p> <p>I can play notes clearly on instruments, eg. glockenspiel.</p> <p>I can follow instructions when performing.</p> <p>I can begin to read a simple musical stave.</p>
LISTENING AND APPRAISING	<p>I can use musical terms when talking about music, eg. pulse, tempo, dynamic.</p> <p>I can listen sensitively to different styles of music and identify instruments.</p> <p>I can identify some genres and express a preference by giving my reasons using some musical terms, eg. tempo, genre, mood.</p>	<p>I can listen and copy rhythmic and melodic patterns.</p> <p>I can use musical terms when talking about music, eg. pulse, tempo, dynamic.</p>	<p>I can use musical terms when talking about music, eg. pulse, tempo, dynamic.</p> <p>I can listen sensitively to different styles of music and identify instruments.</p> <p>I can identify some genres and express a preference giving my reasons using some musical terms, eg. tempo, genre, mood</p>	<p>I can use musical terms when talking about music, eg. pulse, tempo, dynamic.</p> <p>I can listen sensitively to different styles of music and identify instruments.</p> <p>I can identify some genres and express a preference giving my reasons using some musical terms, eg. tempo, genre, mood</p>	<p>I can use musical terms when talking about music, eg. pulse, tempo, dynamic.</p> <p>I can listen sensitively to different styles of music and identify instruments.</p> <p>I can identify some genres and express a preference giving my reasons using some musical terms, eg. tempo, genre, mood</p>	<p>I can listen and copy rhythmic and melodic patterns.</p> <p>I can use musical terms when talking about music, eg. pulse, tempo, dynamic.</p> <p>I can identify the tempo as fast, slow or steady.</p> <p>I can discuss the structures of songs.</p>
COMPOSING AND IMPROVISING	<p>I can reflect & begin to make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>I can improvise using one or two notes.</p>	<p>I can create simple musical patterns/melodies using different notes.</p> <p>I can reflect & begin to make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>I can think about why the song or piece of music was written.</p> <p>I can identify the tempo as fast, slow or steady.</p> <p>I can discuss the structures of songs.</p>	<p>I can order sounds, eg. beginning, middle & end.</p> <p>I can create simple musical patterns/melodies using different notes.</p> <p>I can think about why the song or piece of music was written.</p>	<p>I can order sounds, eg. beginning, middle & end.</p> <p>I can create simple musical patterns/melodies using different notes.</p> <p>I can think about why the song or piece of music was written.</p>	<p>I can compose simple melodies using notes C D E A G.</p>
PERFORMING (INCLUDING SINGING)	<p>I can sing with awareness of being 'in tune'.</p> <p>I can record a performance and say how I was feeling, what I was pleased with, what I would change and why.</p> <p>I can rehearse and learn songs from memory.</p>	<p>I can record a performance and say how I was feeling, what I was pleased with, what I would change and why.</p>	<p>I can present a performance designed to capture the audience.</p> <p>I can record a performance and say how I was feeling, what I was pleased with, what I would change and why.</p> <p>I can rehearse and learn songs from memory.</p>	<p>I can sing with awareness of being 'in tune'.</p> <p>I can record a performance and say how I was feeling, what I was pleased with, what I would change and why.</p> <p>I can rehearse and learn songs from memory.</p>	<p>I can sing with awareness of being 'in tune'.</p> <p>I can present a musical performance designed to capture the audience.</p> <p>I can rehearse and learn songs from memory.</p> <p>I can sing 'on pitch' and 'in time'.</p> <p>I can sing expressively, with attention to breathing and phrasing.</p>	<p>I can record a performance and say how I was feeling, what I was pleased with, what I would change and why.</p> <p>I can rehearse and learn songs from memory.</p> <p>I can sing 'on pitch' and 'in time'.</p> <p>I can sing expressively, with attention to breathing and phrasing.</p>
OUTCOMES: MUSICAL KNOWLEDGE AND SKILLS	<p>I can play simple notes from memory on the glockenspiel or recorder, eg. G or G & A.</p> <p>I can read simple sheet music for the recorder, eg. two notes.</p> <p>I can evaluate a performance and make decisions/changes using musical terms, eg. pulse, tempo, pitch, note.</p>	<p>I can play a simple ostinato on a glockenspiel, eg.5 notes with pictorial references.</p> <p>I can read simple sheet music for the glockenspiel, eg. with note names.</p> <p>I can learn & perform new songs on the glockenspiel.</p> <p>I can create my own simple ostinato on the glockenspiel.</p>	<p>I can sing as part of an ensemble.</p> <p>I can learn & perform a new song showing different styles, eg. singing & rap.</p> <p>I can suggest ideas to improve a performance for the audience, eg. add moves, change dynamics.</p> <p>I can identify a range of rap songs.</p>	<p>I can play simple notes on the glockenspiel eg. C & G or E, G & F.</p> <p>I can read simple sheet music for the glockenspiel, eg. three notes.</p> <p>I can swap and play different parts of a learned song, eg. sing, glockenspiel.</p>	<p>I can play simple notes on the glockenspiel, eg. E, D & C</p> <p>I can swap and play different parts of a learned song, eg. sing, glockenspiel.</p> <p>I can perform for others showing an awareness of pulse & tempo.</p>	<p>I can listen and copy rhythmic and melodic patterns.</p> <p>I can read simple sheet music for the glockenspiel, eg. three notes.</p> <p>I can explain the difference between pulse and rhythm.</p>
VOCABULARY	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.					