

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	LEVIN' ON A PRAYER	GLOCLASSROOM JAZZ 1	MAKE YOU FEEL MY LOVE	THE FRESH PRINCE OF BEL-AIR	DANCING IN THE STREET	REFLECT, REWIND AND REPLAY
NATIONAL CURRICULUM OBJECTIVE	Tuned Instruments, Listening, Composing & Performing	Tuned Instruments, Listening & Performing	Tuned Instruments, Listening, Composing & Performing	Listening, Composing & Performing	Tuned Instruments, Listening, Composing & Performing	Tuned Instruments, Listening & Performing
PLAYING	<p>I can play a musical instrument with the correct technique within the context of the Unit song (Charanga).</p> <p>I can show increasing control with instruments.</p> <p>I can begin to read a musical stave.</p>	<p>I can play a musical instrument with the correct technique within the context of the Unit song (Charanga).</p> <p>With support, I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can show increasing control with instruments.</p> <p>I can begin to read a musical stave.</p>	<p>I can play a musical instrument with the correct technique within the context of the Unit song (Charanga).</p> <p>I can show increasing control with instruments.</p>		<p>I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can play a musical instrument with the correct technique within the context of the Unit song (Charanga).</p> <p>With support, I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can show increasing control with instruments.</p>	<p>I can show increasing control with instruments.</p> <p>I can begin to read a musical stave.</p>
LISTENING AND APPRAISING	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can identify the style (genre), message &amp; culture of music and give my own opinion using a wider range of musical terms.</p> <p>I can talk about the musical dimensions working together in the Unit songs (Charanga).</p>	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can talk about the musical dimensions working together in the Unit songs (Charanga).</p>	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can identify the style (genre) &amp; message of music and give my own opinion using a wider range of musical terms.</p> <p>I can talk about the musical dimensions working together in the Unit songs (Charanga).</p>	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can identify the style (genre), message &amp; culture of music and give my own opinion using a wider range of musical terms.</p>	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can identify the style (genre), message &amp; culture of music and give my own opinion using a wider range of musical terms.</p> <p>I can talk about the musical dimensions working together in the Unit songs (Charanga).</p>	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>
COMPOSING AND IMPROVISING	<p>I can improvise a melody on a tuned instrument whilst a group play an accompaniment or pulse.</p>		<p>I can compose a melody from given notes.</p> <p>I can reflect &amp; make musical decisions about pulse, rhythm, pitch, dynamics, tempo &amp; timbre.</p>	<p>I can reflect &amp; make musical decisions about pulse, rhythm, pitch, dynamics, tempo &amp; timbre.</p>	<p>I can improvise a melody on a tuned instrument whilst a group play an accompaniment or pulse.</p> <p>I can work with a group to compose a melody.</p>	
PERFORMING (INCLUDING SINGING)	<p>I can sing in parts and hold my part throughout.</p> <p>I can discuss and talk musically about - "What went well?" and "It would have been even better if..?"</p>	<p>I can discuss and talk musically about - "What went well?" and "It would have been even better if..?"</p>	<p>I can sing a range of songs accurately, with control and expression.</p> <p>I can sing in parts and hold my part throughout.</p>	<p>I can sing a range of songs accurately, with control and expression.</p> <p>I can sing in parts and hold my part throughout.</p>	<p>I can sing a range of songs accurately, with control and expression.</p> <p>I can sing in parts and hold my part throughout.</p> <p>I can discuss and talk musically about - "What went well?" and "It would have been even better if..?"</p>	<p>I can discuss and talk musically about - "What went well?" and "It would have been even better if..?"</p>
OUTCOMES: MUSICAL KNOWLEDGE AND SKILLS	<p>I can play an increasing number of notes on the glockenspiel.</p> <p>I can read simple sheet music for the glockenspiel, eg. three notes.</p> <p>I can create my own ostinato from given notes.</p> <p>I can begin to explain how musical parts work together, eg. pulse, rhythm, melody, timing.</p>	<p>I can play an ostinato on a glockenspiel, eg. 5 notes.</p> <p>I can read simple sheet music for the glockenspiel, eg. note names.</p> <p>I can learn &amp; perform new songs on the glockenspiel choosing a part which challenges me, eg. 1 note, 2 notes etc.</p> <p>I can show control whilst playing the glockenspiel, eg. note length.</p>	<p>I can sing as part of an ensemble.</p> <p>I can learn &amp; perform a new song showing different styles, eg. singing &amp; rap.</p> <p>I can suggest ideas to improve a performance for the audience, eg. add moves, change dynamics.</p>	<p>I can sing as part of an ensemble.</p> <p>I can adapt my voice to meet the style, eg. hip hop.</p> <p>I can suggest changes to improve performance, eg. tempo, dynamic, timbre.</p> <p>I can talk about the message of the song using the lyrics to help.</p>	<p>I can play an increasing number of notes on the glockenspiel, eg. A.</p> <p>I can read simple sheet music for the glockenspiel, eg. four notes.</p> <p>I can create my own ostinato/melody from given notes.</p> <p>I can maintain my part throughout a song.</p>	<p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can show control whilst playing the glockenspiel, eg. note length.</p>
VOCABULARY	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>					