

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	HAPPY	GLOCLASSROOM JAZZ 2	A NEW YEAR CAROL	YOU'VE GOT A FRIEND	MUSIC AND ME	REFLECT, REWIND AND REPLAY
NATIONAL CURRICULUM OBJECTIVE	Tuned Instruments, Listening, Composing & Performing	Tuned Instruments, Listening & Performing	Listening & Performing	Tuned Instruments, Listening, Composing & Performing	Listening, Composing & Performing	Tuned Instruments, Listening & Performing
PLAYING	<p>I can read a wide range of notes on tuned instruments with accuracy, fluency and control.</p> <p>I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can perform in ensemble contexts.</p>	<p>I can read a wide range of notes on tuned instruments with accuracy, fluency and control.</p> <p>I can perform in solo and ensemble contexts.</p> <p>I can begin to play instruments following more complex musical notation.</p> <p>I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can to read a simple musical staff including bass & treble clef.</p>		<p>I can read a wide range of notes on tuned instruments with accuracy, fluency and control.</p> <p>I can perform in solo and ensemble contexts.</p> <p>I can begin to play instruments following more complex musical notation, e.g. sheet music.</p>		<p>I can read a wide range of notes on tuned instruments with accuracy, fluency and control.</p> <p>I can perform in solo and ensemble contexts.</p> <p>I can begin to play instruments following more complex musical notation, e.g. sheet music.</p>
LISTENING AND APPRAISING	<p>I can identify the style (genre) message, culture and period and give my own opinion of the music using appropriate musical terms.</p> <p>I can understand that music has developed through history and periods have their own names and styles.</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 identify the style (genre) message, culture and period and give my own opinion of the music using appropriate musical terms.</p> <p>I can understand that music has developed through history and periods have their own names and styles.</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 identify the style (genre) message, culture and period and give my own opinion of the music using appropriate musical terms.</p> <p>I can understand that music has developed through history and periods have their own names and styles.</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 identify the style (genre) message, culture and period and give my own opinion of the music using appropriate musical terms.</p>	<p>I can identify the style (genre) message, culture and period and give my own opinion of the music using appropriate musical terms.</p> <p>I can understand that music has developed through history and periods have their own names and styles.</p>	<p>I can understand that music has developed through history and periods have their own names and styles.</p>
COMPOSING AND IMPROVISING	<p>I can reflect & make musical decisions about how the melody connects with the song.</p>			<p>I can improvise within a particular style of music with either voice or tuned instrument, e.g. A, G & E.</p> <p>I can compose a more complex melody.</p> <p>I can reflect & make musical decisions about how the melody connects with the song.</p>	<p>I can reflect & make musical decisions about how the melody connects with the song.</p>	
PERFORMING (INCLUDING SINGING)	<p>I can sing melodically, with control and expression, following a leader.</p> <p>I can sing a descant or part, whilst being aware of the melody.</p>	<p>I can show an awareness of how parts fit together for effect.</p> <p>I can record a performance and compare it to a previous performance.</p>	<p>I can sing melodically, with control and expression, following a leader.</p> <p>I can sing a descant or part, whilst being aware of the melody.</p>	<p>I can sing melodically, with control and expression, following a leader.</p> <p>I can show an awareness of how parts fit together for effect.</p>	<p>I can show an awareness of how parts fit together for effect, e.g. lyrics & quickbeat.</p> <p>I can record a performance and compare it to a previous performance.</p>	<p>I can record a performance and compare it to a previous performance.</p>
OUTCOMES: MUSICAL KNOWLEDGE AND SKILLS	<p>I can play an increasing number of notes on the glockenspiel with accuracy.</p> <p>I can read simple sheet music for the recorder, e.g. three + notes.</p> <p>I can create my own ostinato from given notes.</p> <p>I can sing a given part showing an awareness of harmony.</p>	<p>I can play an ostinato on a glockenspiel, e.g. 5 notes.</p> <p>I can use musical notation to identify pitch & note length.</p> <p>I can compare jazz songs including messages using a range of musical terms.</p> <p>I can begin to perform in a solo context.</p>	<p>I can sing showing control, e.g. melody, pitch, dynamic.</p> <p>I can sing a given part showing an awareness of the melody.</p> <p>I can explain that songs/music have changed over time, e.g. people's reactions then/now.</p> <p>I can compare 1 song but performed across different styles.</p>	<p>I can play an increasing number of notes on the glockenspiel with accuracy.</p> <p>I can read simple sheet music for the recorder, e.g. three + notes.</p> <p>I can create my own ostinato from given notes.</p> <p>I can play/sing a part throughout & explain what my part plays.</p>	<p>I can create some of my own lyrics showing some awareness of pulse.</p> <p>I can make musical decisions to improve my composition, e.g. tempo, lyrics.</p> <p>I can use a recording to improve a future performance.</p>	<p>I can compare two pieces of music from different periods in history.</p> <p>I can record a performance, compare it to a previous performance and use it to improve a future performance.</p>
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, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.					