



Music Key learning

	Aut 1	Aut 2	Spring `	Spring 2	Summer 1 IDM Rec	Summer 2
Rec	1.To tap a pulse, keep the beat and say names in time. 2.To create and perform rhythm patterns (red and yellow), using body percussion and untuned instruments. 3.To sing alone and as part of a group with increasing confidence 4.To move to a pulse, noticing changes in tempo. 5.To maintain tempo (keep a steady beat).	<i>Ensemble singing and performance</i>	1.To explore the sounds that different classroom instruments can make, 2.To focus on tap, shake and scrape. 3.To look at how we can play these instruments using different dynamics (loud/soft) or tempos (fast/slow). 4.To learn how to start and stop together.		1.To copy simple rhythms 2.To play and sing together, keeping a steady tempo. 3.To understand and use dynamics. 4. To create a soundscape. 5. To know the correct way to play a variety of instruments.	<i>Musical appreciation and singing (ensemble, solo, duet and small group performance)</i>
2-year cycle	Cycle A Autumn	Spring	Summer	Cycle B Aut	Spring	Summer
unit	The Great Fire of London RC A	Sensational Stockport P&P A	Going on Safari IDM A	RC B	P&P B	IDM B
Y1 & 2 mixed age	1.To feel and keep a pulse and be able to move to music. 2.To recognize and use rhythm tags. 3.To identify and name a selection of instruments	1.To play tuned percussion correctly, including holding the beater. 2.To recognise pitch (high low) and dynamics (loud	1.To play tuned percussion correctly keeping to a pulse and reading appropriate notation 2. To describe and create loud and soft,	1.To recognise, name and improvise, perform and compose using all known rhythm tags.	1.To play tuned percussion correctly including holding the beater 2.To recognise pitch (high low) and dynamics (loud	1.To play tuned percussion correctly keeping to a pulse and reading appropriate notation 2.To describe and create loud and soft,



	<p>and play tuned/untuned percussion correctly</p> <p>4.To use our singing voice with increasing confidence.</p> <p>5.To compose and perform rhythm patterns and to use pitch (high low) and dynamics (loud quiet) to improve their performance.</p>	<p>quiet), using these to improve performance.</p> <p>3.To play as an individual, group and class ensemble, keeping tempo</p> <p>4.To improvise rhythm patterns and basic melodies.</p> <p>5.To compose and notate melodies.</p>	<p>high and low, fast and slow sounds.</p> <p>3.To know about timbre, structure and texture, and use them to perform their own short compositions</p> <p>4.Know what the different inter-related dimensions of music are and use them to create music</p> <p>5.Compose their own music</p> <p>Perform for the class</p>	<p>2.To understand the difference between pulse and rhythm.</p> <p>3.To keep a steady pulse.</p> <p>4.To use body percussion and vocal sounds to improvise and compose.</p> <p>5.To perform composition using untuned percussion.</p> <p>6. To rehearse and perform composition using tuned percussion and evaluate our work</p>	<p>quiet), using these to improve performance.</p> <p>3.To improvise</p> <p>4.To compose and notate melodies</p> <p>5.To notate on a traditional stave.</p> <p>6.To perform and evaluate a composition.</p>	<p>high and low, fast and slow sounds.</p> <p>3.To learn about timbre, structure (Binary form AB) and texture.</p> <p>4.To compose original short compositions in binary form in response to a given stimulus.</p> <p>5.To perform and evaluate as individuals, small groups and ensemble.</p>
unit	Eureka RC 1 Y3	Globetrotters P&P	Tomb raiders IDM 1 Year 3	Stones n bones RC 2 Y4	Extreme Earth P&P	As Mad as a hatter IDM 2 Y4
Y3 & 4 mixed age	<p>1.To recognise, name and improvise using all known rhythm tags.</p> <p>2.To improvise, perform and compose using all known rhythm tags using untuned percussion.</p> <p>3.To understand the structure of musical form</p>	<p>1.To read traditional notation with a treble clef.</p> <p>2.To read appropriate rhythms and pitches used in each piece.</p> <p>3.To learn the technical skill of</p>	<p>1.To know that music can tell a story</p> <p>2.To compose their own music using graphic notations to represent tempo and dynamics</p> <p>3. To use the correct terms to describe dynamics</p>	<p>1.To recognise, name and improvise using all known rhythm tags.</p> <p>2.To compose and perform using tuned instruments.</p> <p>3.To perform and compose using untuned percussion.</p>	<p>1.To read traditional notation with a treble clef.</p> <p>2.To read appropriate rhythms and pitches used in each piece.</p> <p>3.To learn the technical skill of playing a tuned instrument.</p>	<p>1.To understand what programme music is and evaluate how effectively it can tell a story.</p> <p>2.To use drama to create a story that can be used to inspire programme music.</p>



	<p>and begin to compose in response.</p> <p>4.To rehearse and perform composition using tuned percussion</p> <p>5.To perform and evaluate a binary composition in solo and ensemble context.</p>	<p>playing a tuned instrument.</p> <p>4.To perform in time as an ensemble with a backing track.</p> <p>5.To identify and improve inaccuracies in their work.</p> <p>6.To improvise and compose a short melodic phrase using known notes.</p>	<p>4. To rehearse, perform and evaluate an original composition.</p>	<p>4.To rehearse and edit a composition for performance</p> <p>5.To perform and evaluate a ternary composition maintaining tempo and playing as an ensemble.</p>	<p>4.To perform in time as an ensemble with a backing track.</p> <p>5.To identify and improve inaccuracies in their work.</p> <p>6.To improvise and compose a short melodic phrase using known notes.</p>	<p>3.To compose music to match a story.</p> <p>4.To rehearse and refine a composition for performance</p> <p>5.To perform and evaluate an original composition.</p>
unit	Behind enemy lines RC 3 Y5	What a wonderful world P&P	Rotten Romans IDM 3 Y5	Vikings and Anglo Saxons RC 4 Y6	Time travellers P&P	A better tomorrow IDM 4 Y6
Y5 & 6 mixed age	<p>1.To understand what Rondo form is and compose main refrain of a class composition.</p> <p>2.To read and play a semibreve drone pattern.</p> <p>3.,To compose a complimentary 8 bar rhythm.</p> <p>4.To edit composition by adding melody for tuned instrument.</p>	<p>1.To read traditional notation with a treble clef.</p> <p>2.To read appropriate rhythms and pitches used in each piece.</p> <p>3.To learn the technical skill of playing a tuned instrument.</p>	<p>1.To be able to understand and explain what an ostinato is</p> <p>2.To compose and perform word rhythm ostinatos. using percussion instruments and/or technology</p> <p>3. To evaluate and improve a composition</p>	<p>1.To read traditional and graphic notation</p> <p>2.To play notes C-G using the correct fingers and technique.</p> <p>3.To play the tonic notes of the 12-bar blues chord sequence.</p> <p>4.To play chords, varying in difficulty.</p> <p>5.To understand the history of improvisation in the</p>	<p>1.To read traditional notation with a treble clef.</p> <p>2.To read appropriate rhythms and pitches used in each piece.</p> <p>3.To learn the technical skill of playing a tuned instrument.</p> <p>4.To perform in time as an ensemble with a backing track.</p> <p>5.To identify and improve inaccuracies in their work.</p>	<p>1.To interpret the story of a piece of programme music.</p> <p>2, To plan and begin to create a composition to retell a familiar story.</p> <p>3.To complete a composition inspired by Mussorgsky.</p> <p>4.To rehearse and refine a composition for performance.</p>



	<p>5.To understand role of conductor and rehearse as an ensemble to perform and evaluate a class composition.</p>	<p>4.To perform in time as an ensemble with a backing track. 5.To identify and improve inaccuracies in their work. 6.To improvise and compose a short melodic phrase using known notes.</p>	<p>4. To follow graphic notation and evaluate effectiveness. 5.To rehearse and refine a composition for performance</p>	<p>Blues genre and improvise using set notes within a given structure. 6.To compose lyrics in a Blues style. 7. To rehearse, refine, perform and evaluate in groups and as an ensemble.</p>	<p>6.To improvise and compose a short melodic phrase using known notes.</p>	<p>5.To create a graphic score. 6.To perform an original composition as an ensemble.</p>
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