

**Curriculum Overview**

**Years FS2 - 6**

**Subject: Music**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FS2 coverage based on child initiated learning opportunities</b>						
Knowledge and Skills (to happen continuously through the year via Adult led and child initiated opportunities)	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Taps out simple repeated rhythms (30-50)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>

	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p> <p>Create simple representations of events, people and objects (40-60)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p> <p>Create simple representations of events, people and objects (40-60)</p>
Key Vocabulary	Drum, triangle, symbol, shaker, wooden block, tambourine, rhythm, high, low, beat, instrument, percussion					
Enquiry Title Y1	<b>Who is the magic toymaker?</b>		<b>What can we find in the past?</b>		<b>What will we find in the deep blue sea?</b>	
Knowledge	<b>Active Music – Rhythm and Pulse Unit</b>		<b>Active Music – Pitch Unit</b>	<b>Active Music – Instrumental Unit</b>	<b>Active Music – Singing Games unit</b>	<b>Catch up/overflow unit</b>

<b>Skills</b>	<ul style="list-style-type: none"> <li>To learn and experience what is meant by a PULSE or a steady beat.</li> <li>To learn to keep a pulse through actions and body percussion through playful songs and chants.</li> <li>To continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. To follow a pulse at varying tempos.</li> <li>For the children to continue chanting and reading TA and Te-Te rhythm patterns.</li> <li>To also learn the place of a REST in music and to incorporate this into their knowledge of rhythms.</li> <li>To transfer experience of rhythm patterns on to percussion instruments.</li> <li>To relate these skills to a known chant.</li> <li>To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments.</li> </ul>	<b>KS1 Christmas performance song practice</b>	<ul style="list-style-type: none"> <li>To experiment with different types of voices and to establish the difference between the speaking and singing voice.</li> <li>To understand how sounds can be changed from high to low and to begin to pitch-match on one note.</li> <li>To pitch-match and sing solos on the notes So and Mi.</li> <li>To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.</li> <li>To follow a scale as it goes up and down with singing and actions.</li> <li>To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues.</li> <li>To continue to practise following gestures, symbol and word-cue instructions while playing un-tuned percussion instruments.</li> <li>To follow a conductor.</li> <li>To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms.</li> <li>To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>To concentrate and internalise lyrics, playing instruments on specific cue words.</li> <li>To improvise melodies on xylophones.</li> </ul>	<ul style="list-style-type: none"> <li>To take part in new and familiar singing games. To sing with a sense of shape of the melody.</li> <li>To follow cue word actions, listen to instructions and move to a musical time frame.</li> <li>To think up actions and memorise sequences of actions.</li> <li>To internalise parts of a song and clap accurate rhythms.</li> <li>To walk to a steady pulse in a well-formed circle.</li> <li>To choose partners and dance with them within a musical time frame.</li> <li>To walk, clap and stamp to a steady pulse while singing.</li> </ul>	<b>Catch up/overflow unit</b>
<b>Key Vocabulary</b>	Pulse, rhythm, percussion, temp, rest		High, low, pitch, pulse, rhythm, 4-beat pattern	Improvise, rhythm, percussion, pulse	Melody, cue-words, rhythm pulse	
<b>Enquiry Title Y2</b>	<b>Is anybody out there?</b>		<b>What makes our World great?</b>		<b>How can we entertain you?</b>	
<b>Knowledge</b>	<b>Active Music – Rhythm and Pulse Unit</b>		<b>Active Music – Pitch Unit</b>	<b>Active Music – Instrumental Unit</b>	<b>Active Music – Singing Games unit</b>	<b>Catch up/overflow unit</b>

Skills	<ul style="list-style-type: none"> <li>• To continue to learn and experience what is meant by a PULSE or a steady beat.</li> <li>• To learn to keep a pulse through actions while singing a song and to follow a changing tempo.</li> <li>• To learn about ostinatos.</li> <li>• To listen with concentration and internalise and recall sounds with increasing aural memory.</li> <li>• To compose and perform rhythm patterns in groups.</li> <li>• To listen to each other and start and finish at the same time keeping to a steady pulse.</li> <li>• To appraise and improve their work.</li> <li>• To learn to internalise rhythms and phrases with increasing aural memory.</li> <li>• To transfer experience of rhythm and pulse on to percussion instruments.</li> <li>• To work in groups.</li> <li>• To listen to each other, start and finish at the same time and keep a steady pulse.</li> </ul>	<p align="center"><b>KS1 Christmas performance song practice</b></p>	<ul style="list-style-type: none"> <li>• To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te.</li> <li>• To learn a new pitch and solfa note and the hand sign – La.</li> <li>• To listen with concentration and to internalise and recall sounds with increasing aural memory.</li> <li>• To play tuned instruments to the rhythm and to the pulse.</li> <li>• To show recognition of changes in pitch.</li> <li>• To sing solos.</li> <li>• To internalise and recall melodic phrases. To play tuned instruments to a steady pulse as an accompaniment to singing.</li> <li>• To improvise instrumental patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing.</li> <li>• To internalise and play rhythm patterns.</li> <li>• To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>• To perform and appraise.</li> <li>• To hold one rhythm pattern while others are playing different patterns.</li> <li>• To be part of a class composition. To compose 4-beat rhythm patterns, practise and perform them on instruments.</li> <li>• To appraise.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn and take part in new singing games.</li> <li>• To sing with a sense of the shape of the melody and with rhythmic accuracy.</li> <li>• To follow cue word actions and move to a musical time frame.</li> <li>• To internalise and clap rhythms while singing.</li> <li>• To sing with a sense of shape of the melody and with rhythmic accuracy.</li> <li>• To follow cue word actions and to jump to the rhythm of the words. To improvise movements to a steady pulse.</li> <li>• To sing solos and in small groups with confidence.</li> <li>• To move and dance to a musical time frame.</li> <li>• To lead the class with solo singing.</li> <li>• To walk, stamp and clap to a steady pulse while singing.</li> <li>•</li> </ul>	<p align="center"><b>Catch up/overflow unit</b></p>
Key Vocabulary	Pulse, steady beat, tempo, ostinato rhythm, appraise		Pulse. Rhythm, pitch, tuned, solo, melody patterns	Tuned, un-tuned, pulse, rhythm, timbre, 4 beat	Melody, rhythm, cue words, pulse, solo	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title Y3	<b>Why did our ancestors need to scavenge and which factors made them into settlers?</b>		<b>What makes the Earth so active and what impact does it have on humans?</b>		<b>Why was the age of Ancient Greece described as Golden?</b>	
Knowledge	<b>Active Music – Rhythm and Pulse Unit</b>	<b>Active Music – Pitch Unit</b>	<b>Active Music – Instrumental Unit</b>	<b>Singing</b>	<b>Active Music – Singing Games unit</b>	<b>Catch up/overflow unit</b>

Skills	<ul style="list-style-type: none"> <li>To create musical patterns.</li> <li>To sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse.</li> <li>To learn to recognise and read rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>To work in a group to create 4-beat rhythm sequences with words, based around a theme.</li> <li>To rehearse and present performances.</li> <li>To add instrumental accompaniments.</li> <li>To feel and play the different rhythms of the words.</li> <li>To appraise and improve their work.</li> <li>To improvise rhythm patterns as part of a class performance.</li> <li>To relate rhythm symbols to actions.</li> <li>To internalise and recall rhythmic phrases with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different ways the voice can be used.</li> <li>To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b>.</li> <li>To learn the solfa name and hand sign of notes, <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>To recognise and sing the intervals between <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>To sing from notated rhythm and pitch patterns using Bb A G and <b>Do, Re, Mi, So, La</b> (full pentatonic notation).</li> <li>To use tuned instruments to play pulse, rhythm and to pick out melodies.</li> <li>To experiment with ostinatos and begin to layer sounds.</li> <li>To perform in 2 parts.</li> <li>To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</li> <li>To practise and perform as a class and individually.</li> <li>To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul>	<ul style="list-style-type: none"> <li>To play un-tuned instruments with rhythmic accuracy.</li> <li>To improvise melodic phrases on xylophones.</li> <li>To play while using thinking voices.</li> <li>To perform and appraise.</li> <li>To create layers of sound with ostinatos.</li> <li>To appraise.</li> <li>To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>To internalise the rhythm and melody of a song.</li> <li>To play as an accompaniment to chanting and on key words.</li> <li>To choose and organise rhythm patterns in groups.</li> <li>To practise and perform rhythm compositions in groups.</li> </ul>	<p style="text-align: center;">Y3 Performance 26<sup>TH</sup> March Singing practise lessons</p>	<ul style="list-style-type: none"> <li>To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around the circle.</li> <li>To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>To read and perform rhythm patterns accurately.</li> <li>To internalise, memorise and pass on rhythms.</li> <li>To practise and perform in a group.</li> <li>To sing with melodic and rhythmic accuracy both in unison and in 2 parts.</li> <li>To learn new singing games.</li> <li>To improvise actions to a steady pulse.</li> <li>To move within a musical time frame and to walk, clap and stamp to a steady pulse.</li> <li>To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.</li> </ul>	<b>Catch up/overflow unit</b>
Key Vocabulary	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases		Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Rhythm, pulse, melody, cue words, improvise	
Enquiry Title Y4	How did the Romans make their mark in world history?		What were the wonders of the Ancient Egyptian temples, tombs and treasures?		Why does the world need rainforests?	
Knowledge	<b>Active Music – Rhythm and Pulse Unit</b>	<b>Active Music – Pitch Unit</b>	<b>Singing</b>	<b>Active Music – Instrumental Unit</b>	<b>Active Music – Singing Games unit</b>	

<b>Skills</b>	<ul style="list-style-type: none"> <li>• To create musical patterns.</li> <li>• To sing in unison with clear diction and control of pitch.</li> <li>• To chant and perform increasingly complex actions to a steady pulse.</li> <li>• To clarify the difference between the pulse and the rhythm.</li> <li>• To learn to recognise and read different rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>• To create musical patterns in 3 parts with pulse, rhythm and ostinatos.</li> <li>• To relate musical symbols to actions.</li> <li>• To rehearse and perform in groups playing pulse, rhythm and ostinatos on instruments.</li> <li>• To listen to each other and keep in time.</li> <li>• To compose and play rhythm rounds in groups using voices, body percussion and instruments.</li> <li>• To keep a steady pulse while chanting and to tap a steady pulse around the circle while singing.</li> <li>• To improvise rhythm patterns as part of a class performance.</li> <li>• To internalise and recall rhythmic and melodic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different ways the voice can be used.</li> <li>• To learn the solfa name and hand sign of notes <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To recognise and sing the intervals between <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To sing from notated rhythm and pitch patterns using Bb A G and <b>Do,Re, Mi, So, La</b> (full pentatonic notation).</li> <li>• To use tuned instruments to play pulse, rhythm and to pick out melodies.</li> <li>• To experiment with ostinatos and begin to layer sounds.</li> <li>• To perform in 2 parts.</li> <li>• To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</li> <li>• To practise and perform as a class and individually.</li> <li>• To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul>	<p>Y4 Performance (11th Feb) Singing practise lessons</p>	<ul style="list-style-type: none"> <li>• To echo 4-beat rhythm patterns on un-tuned percussion.</li> <li>• To improvise melodic phrases on xylophones.</li> <li>• To play as an accompaniment and with thinking voices.</li> <li>• To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song through voice and body percussion.</li> <li>• To create layers of sound with tuned ostinatos.</li> <li>• To improvise rhythm patterns in groups.</li> <li>• To play un-tuned instruments with rhythmic accuracy.</li> <li>• To practise and perform to a steady pulse with confidence.</li> <li>• To compose rhythm patterns in groups.</li> <li>• To play un-tuned instruments from their own notation.</li> <li>• To practise and perform rhythm compositions in groups, creating different layers of sound.</li> <li>• To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn clapping games.</li> <li>• To sing with melodic and rhythmic accuracy and to learn the cue words actions.</li> <li>• To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>• To tap rhythmic phrases using body percussion and claves.</li> <li>• To perform in groups.</li> <li>• To sing in unison and in 2 parts with clear diction and with a sense of phrase.</li> <li>• To coordinate specific rhythms with given actions.</li> <li>• To play claves in canon.</li> <li>• To sing with melodic and rhythmic accuracy.</li> <li>• To learn and follow cue word actions and to move to a musical time frame.</li> <li>• To improvise actions and movements to a steady pulse. To develop internalising skills.</li> <li>• To memorise a long movement sequence as part of a game.</li> </ul>	<p><b>Catch up/overflow unit</b></p>
<b>Key Vocabulary</b>	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, melody, ostinatos	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Pulse, rhythm, tuned/untuned, notation, ostinatos, texture	Rhythm, pulse, melody, cue words, improvise, canon	
<b>Enquiry Title Y5</b>	<b>Why is WW1 known as the Great War?</b>		<b>What made the Vikings the ultimate warriors of the sea?</b>	<b>Where does the river flow?</b>		

Knowledge	Active Music – Rhythm and Pulse Unit	Active Music – Pitch Unit	Singing	Active Music – Instrumental Unit	Active Music – Singing Games unit	
Skills	<ul style="list-style-type: none"> <li>To learn cue word actions to new games and to improvise movements to signify a REST.</li> <li>To sing in unison while maintaining actions to a steady pulse.</li> <li>To creative inventive clapping and movement sequences to a pulse and to perform.</li> <li>To read rhythm notations.</li> <li>To take part in pieces with 3 layers of sound, including ostinatos.</li> <li>To maintain their own part with an awareness of how the other parts fit together.</li> <li>To play rhythm patterns on percussion instruments.</li> <li>To develop musical memory by internalising and recalling a 16-beat rhythm pattern.</li> <li>To improvise.</li> <li>To introduce the rhythm Ta-a ( l ). To compose rhythm patterns.</li> <li>To improvise rhythmic patterns using body percussion and movement.</li> <li>To compose sequences in groups, building and reducing layers of movement.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different ways the voice can be used.</li> <li>To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b> and to improvise <b>So Mi</b> patterns.</li> <li>To recognize and sing the intervals between Do, Re, Mi, So and La.</li> <li>To sing from notated rhythm and pitch patterns using B A G and <b>Do, Re, Mi, So</b> and <b>La</b> (full pentatonic scale).</li> <li>To play melodies on tuned instruments and to create accompaniments to a song.</li> <li>To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together.</li> <li>To read rhythm and pitch notation and play pentatonic melodies with accuracy.</li> <li>To practise and perform as a class and individually.</li> <li>To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul>	Y5 Performance (23rd Jan) Singing practise lessons	<ul style="list-style-type: none"> <li>To recognise and respond to repeated rhythm patterns with instruments.</li> <li>To echo 4-beat rhythm patterns on un-tuned percussion.</li> <li>To think up and play rhythm patterns in unison with control and accuracy.</li> <li>To practise and perform in groups in 2 parts.</li> <li>To practise and perform in groups.</li> <li>To play tuned and un-tuned instruments with control and accuracy.</li> <li>To internalise the rhythm and melody of a song.</li> <li>To use ostinatos to create melodic layers</li> <li>To play rhythm patterns from notations and by ear.</li> <li>To lead a group.</li> <li>To learn a new rhythm value.</li> <li>To compose 8-beat rhythm patterns in groups.</li> <li>To play un-tuned instruments from their own notation.</li> <li>To practise and perform compositions in groups, creating multiple layers of sound.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To learn playground games.</li> <li>To sing with clear diction and to chant with rhythmic accuracy.</li> <li>To play rhythmic phrases with control and accuracy on percussion instruments while internalising words.</li> <li>To pass a steady pulse around the circle.</li> <li>To practise, perform and appraise.</li> <li>To pass claves to a steady pulse while singing.</li> <li>To internalise words and play rhythmic phrases with control and accuracy on percussion instruments.</li> <li>To learn movements and actions to fit with rhythmic phrases.</li> <li>To sing and play a game in canon.</li> <li>To walk to a steady pulse and move accurately to musical phrasing, keeping to a steady pulse.</li> <li>To improvise movements to a pulse.</li> </ul>	Catch up/overflow unit
Key Vocabulary	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, ostinato, melody, improvisation	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Pulse, rhythm, tuned/untuned, notation, ostinatos, texture, melody	Rhythm, pulse, melody, cue words, improvise, canon	
Enquiry Title Y6	What was 15th century Britain was like compared to 15 <sup>th</sup> century central America?		What was life like during WW2?		What could we discover on a North American road trip?	

Knowledge	Active Music – Rhythm and Pulse Unit	Active Music – Pitch Unit	Active Music – Instrumental Unit	Active Music – Singing Games unit		Singing
<b>Skills</b>	<ul style="list-style-type: none"> <li>• To keep to a steady pulse while playing chanting games.</li> <li>• To pass a tap steadily around the circle while singing and to show awareness of RESTS.</li> <li>• To create clapping routines to a steady pulse, being inventive with rhythm patterns and actions.</li> <li>• To learn dance movements and actions to songs.</li> <li>• To sing with clear diction and in 2 parts.</li> <li>• To read rhythm notations containing Ta-a, Ta, Te-te and rest ( I B A G).</li> <li>• To invent actions to go with each symbol.</li> <li>• To develop musical memory by internalising and recalling a 16-beat rhythm pattern. To improvise as part of a class piece.</li> <li>• To compose rhythm rounds in groups, using voices, body percussion and instruments.</li> <li>• To maintain their own part with an awareness of how the other parts fit together.</li> <li>• To compose rhythm/action sequences in groups, building and reducing layers.</li> <li>• To play instruments to accompany the movements.</li> <li>• To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different ways the voice can be used.</li> <li>• To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b> and to improvise patterns.</li> <li>• To sing from notated rhythm and pitch patterns using Bb A G and <b>Do, Mi, So La</b> and to play So Mi Do melodies on chime bars.</li> <li>• To sing from notated rhythm and pitch patterns using B A G <b>and Do, Re, Mi, So</b> and <b>La</b> (full pentatonic scale)</li> <li>• To play melodies on tuned instruments and to create accompaniments to a song.</li> <li>• To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together.</li> <li>• To read rhythm and pitch notation and play pentatonic melodies with accuracy.</li> <li>• To practise and perform as a class and individually.</li> <li>• To compose own rhythm and pitch notations for the class to perform.</li> </ul>	<ul style="list-style-type: none"> <li>• To play repeated rhythm patterns on un-tuned percussion.</li> <li>• To accompany chanting with instrumental patterns.</li> <li>• To count internally and play in unison with control and accuracy.</li> <li>• To improvise 4-beat rhythm patterns in both class and group performances.</li> <li>• To use ostinatos to create melodic layers.</li> <li>• To internalise the rhythm and melody of a song.</li> <li>• To play tuned and un-tuned instruments with control and accuracy.</li> <li>• To read/ improvise 8-beat patterns as part of a group performance.</li> <li>• To also play rhythm patterns in unison with control and accuracy.</li> <li>• To learn the new rhythm value Ta-a or I and to learn how to notate and recognise syncopated rhythms.</li> <li>• To compose rhythm patterns in groups and play un-tuned instruments from their own notation.</li> <li>• To build and reduce multiple layers of sound.</li> <li>• To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn playground games.</li> <li>• To pass a steady pulse around the circle and to respond to RESTS in a song by pausing.</li> <li>• To internalise the song and play rhythmic phrases with control and accuracy in 2 parts.</li> <li>• To internalise and play rhythmic phrases accurately on un-tuned percussion.</li> <li>• To perform and appraise.</li> <li>• To learn dance movements and actions to accompany a song. To sing in a round.</li> <li>• To sing and play 2 singing games simultaneously, maintaining their own part with an awareness of how the other song fits in.</li> <li>• To learn movements and actions for new singing games. To sing with clear diction.</li> <li>• To memorise cue word actions and move accurately to musical phrases.</li> <li>• To improvise movements to a steady pulse.</li> </ul>	<b>SATS TERM</b>	Y6 Performance (21 <sup>st</sup> July) Singing practise lessons
<b>Key Vocabulary</b>	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, ostinato, melody, improvisation, percussion	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation	Pulse, rhythm, unison tuned/untuned, notation, ostinatos, texture, melody, syncopation, improvisation	Rhythm, pulse, melody, cue words, improvise, canon		