

Class 1 - Music		
	Cycle A	Cycle B
A1		
A2	<p>Nativity</p> <p>Know that songs can be sung in different ways. Know how to start and finish when performing. Know how to sing songs expressively. <i>Know a wide range of songs and rhymes and sing them with expression to different audiences.</i> <i>Know how to sing in parts and rounds</i> <i>Know how to sing with more control of pitch</i> <i>Know where the part that is being sung fits into the whole song.</i> <i>Know songs help to expand knowledge of other subjects.</i> <i>Know how to identify well- defined musical features.</i> Know how to perform together and follow instructions. <i>Know how to perform together and follow instructions that combine musical elements.</i></p>	<p>Nativity</p> <p>Know that songs can be sung in different ways. Know how to start and finish when performing. Know how to sing songs expressively. <i>Know a wide range of songs and rhymes and sing them with expression to different audiences.</i> <i>Know how to sing in parts and rounds</i> <i>Know how to sing with more control of pitch</i> <i>Know where the part that is being sung fits into the whole song.</i> <i>Know songs help to expand knowledge of other subjects.</i> <i>Know how to identify well- defined musical features.</i> Know how to perform together and follow instructions. <i>Know how to perform together and follow instructions that combine musical elements.</i></p>
Sp1	<p>African Music and Instruments</p> <p>Know how to compose simple musical patterns, copy rhythms individually and cooperatively. Know that moods can affect a piece of music. Know which instruments to choose to create an intended sound. Know how to improve compositions. <i>Know how musical elements can be used to create different moods and effects.</i> <i>Know how to devise musical sequences taking into account speed, volume and beat.</i> <i>Know how to improve compositions and explain why.</i> Know how to perform together and follow instructions. <i>Know how to perform together and follow instructions that combine musical elements.</i> Know which sounds and instruments work well together and make improvements. <i>Know how make improvements on their own and others work.</i> <i>Know how to describe the visual images a piece of music creates.</i> <i>Know songs help to expand knowledge of other subjects</i> Know different sound sources.</p> <p>Know how moods and simple elements affect a piece of music. Know how to identify the pulse in different pieces of music. <i>Know that many key elements of musical style affect a piece of music.</i> <i>Know that performances have different pulses, rhythmic patterns and have long and short sounds</i></p>	<p>Sea Shanties and Boom Whackers</p> <p>Know how to perform together and follow instructions. <i>Know how to perform together and follow instructions that combine musical elements.</i> <i>Know songs help to expand knowledge of other subjects.</i> <i>Know where the part that is being sung fits into the whole song.</i> <i>Know how to identify well- defined musical features.</i> Know that songs can be sung in different ways. Know how to start and finish when performing. Know how to sing songs expressively. <i>Know a wide range of songs and rhymes and sing them with expression to different audiences.</i> <i>Know how to sing in parts and rounds</i> <i>Know how to sing with more control of pitch</i> Know how to identify the pulse in different pieces of music. <i>Know that many key elements of musical style affect a piece of music.</i> <i>Know that performances have different pulses, rhythmic patterns and have long and short sounds</i></p>

Sp2		
Su1	<p>Ocarinas Know how to create short and long sounds on instruments. <i>Know how to simply record ideas with symbols/pictures</i> Know how to perform together and follow instructions. Know how moods and simple elements affect a piece of music. Know how to identify the pulse in different pieces of music. <i>Know that many key elements of musical style affect a piece of music.</i> <i>Know that performances have different pulses, rhythmic patterns and have long and short sounds</i> Know that sounds can be created using the same instrument in different ways. Know the names of some instruments. Know how to handle and play instruments. <i>Know how to use symbols to represent sounds.</i> <i>Know the names of groups of instruments: brass, wind, strings.</i> <i>Know how to handle and pay instruments with control.</i></p>	<p>Ocarinas Know how to create short and long sounds on instruments. <i>Know how to simply record ideas with symbols/pictures</i> Know how to perform together and follow instructions. Know how moods and simple elements affect a piece of music. Know how to identify the pulse in different pieces of music. <i>Know that many key elements of musical style affect a piece of music.</i> <i>Know that performances have different pulses, rhythmic patterns and have long and short sounds</i> Know that sounds can be created using the same instrument in different ways. Know the names of some instruments. Know how to handle and play instruments. <i>Know how to use symbols to represent sounds.</i> <i>Know the names of groups of instruments: brass, wind, strings.</i> <i>Know how to handle and pay instruments with control.</i></p>
Su2		

Key Area	Key Vocabulary (Class 1)
Singing songs with control and using the voice effectively	Pulse -steady beats which keeps us in time Dynamics – forte loud and strong Piano – quiet Tempo – fast and slow As above Pulse – steady beat which keeps us together Duration – how long a musical sound is Rhythm – creating musical patterns Repetition Ostinato – a rhythm which repeats on a loop Pulse Dynamics Tempo Pitch – high and low sounds Melody – a tune
Listening, Memory and Movement	
Controlling Pulse and Rhythm	
Control of Instruments	
Composition	
Reading and Writing Notation	
Performance Skills	
Evaluating and Appraising	

Class 2 - Music		
	Cycle A	Cycle B
A1	<p>'La Mer' by Debussy Know the phrases introduction, interlude and ending. Know how phrases are used as an introduction, interlude and ending.</p>	
A2	<p>Christmas Know songs and sing with confidence and in tune. Know how to sing with awareness of pulse and control of rhythm. Know simple structures and phrases. Know that mouth shapes can affect voice sounds. Know how to play instruments with control. Know and describe a wider range of instruments from seeing and hearing them.</p>	<p>Christmas Know a wide range of songs and sing with confidence using a wide vocal range. Know how to sing with increasing expressions and awareness of expressive elements. Know how to internalise sounds by singing parts of a song 'in the head'. Know melodic phrases and play them by ear. Know how to use expressive movements. Know how to identify rhythmic patterns. Know how to perform a repeated pattern to a steady pulse. Know how to identify and recall rhythmic and melodic patterns. Know how to perform in different ways exploring the way performers are a musical resource. Know how to perform with awareness of different parts.</p>
Sp1		
Sp2	<p>Composition Know how to create textures by combining sounds in different ways. Know how to create music that describes contrasting moods/emotions. Know how to compose music in pairs and make improvements. Know how to create descriptive music in pairs or small groups. Know how make improvements on their own and others work and suggest improvements. Know how make improvements on their own and others work and make constructive comments.</p>	<p>Musical Terminology Know how to perform music with increasing confidence using different symbols. Know how to confidently use different symbols in pieces of music.</p>
Su1		
Su2		<p>Musical Instruments Know a range of instruments from visual images. Know how to identify repeated patterns used in a variety of music.</p>

Key Area	Key Vocabulary (Class 2)
Singing songs with control and using the voice effectively	Head voice, chest voice, acapella, diaphragm, breathing techniques.



Listening, Memory and Movement	Confidence, projection, expression, actions, intonation. Pulse, rhythm, dynamics, piano, pianissimo, forte, fortissimo, crescendo, diminuendo, octave, scale, major, minor, orchestra, conductor, strings, brass, woodwind, stave, clef, treble clef, critical, interlude, chorus, bridge, verse, melody and harmony.
Controlling Pulse and Rhythm	
Control of Instruments	
Composition	
Reading and Writing Notation	
Performance Skills	
Evaluating and Appraising	

Class 3 - Music		
	Cycle A	Cycle B
A1		<p>Staff Notation and Composition <i>Know how to identify different starting points of music.</i></p> <p>Know how to compose music developing musical ideas individually or in pairs using a range of stimuli.</p> <p>Know how to identify starting points when composing music.</p> <p><i>Know how to compose music individually or in pairs using a range of stimuli and developing musical ideas into a completed composition.</i></p> <p>Know how to improve performance and composition through analysing performances.</p>
A2	<p>Singing songs with control and using the voice expressively: School performance <i>Know how to sing and perform songs with control of breathing, posture and sound projection.</i></p> <p><i>Know how to sing songs tunefully and in parts.</i></p> <p><i>Know how to sing with expression, in a round identifying melodic phrases and how they fit together.</i></p> <p><i>Know how to perform confidently as a class, small groups and alone.</i></p> <p>Know how to sing songs with increasing control of breathing, posture and sound projection.</p> <p>Know how to sing songs in tune and with an awareness of other parts.</p> <p>Know how to identify phrases through breathing in appropriate places.</p> <p>Know how to sing with expression and rehearse with others.</p> <p>Know how to present performances with awareness of audiences.</p> <p><i>Know how to present performances effectively with awareness of audience, venue and occasion.</i></p>	

<p>Sp1</p>	<p>Musical Notation Know how to record rhythm using standard note symbols</p> <p><i>Know how to position notes on treble clef stave to represent pitch</i></p>	
<p>Sp2</p>	<p>Singing songs with control and using the voice expressively School performance: Music for the Easter Service</p> <p><i>Know how to sing and perform songs with control of breathing, posture and sound projection.</i></p> <p><i>Know how to sing songs tunefully and in parts.</i></p> <p><i>Know how to sing with expression, in a round identifying melodic phrases and how they fit together.</i></p> <p><i>Know how to perform confidently as a class, small groups and alone.</i></p> <p>Know how to sing songs with increasing control of breathing, posture and sound projection.</p> <p>Know how to sing songs in tune and with an awareness of other parts.</p> <p>Know how to identify phrases through breathing in appropriate places.</p> <p>Know how to sing with expression and rehearse with others.</p>	<p>Singing songs with control and using the voice expressively Music for the Easter Service</p> <p><i>Know how to sing and perform songs with control of breathing, posture and sound projection.</i></p> <p><i>Know how to sing songs tunefully and in parts.</i></p> <p><i>Know how to sing with expression, in a round identifying melodic phrases and how they fit together.</i></p> <p><i>Know how to perform confidently as a class, small groups and alone.</i></p> <p>Know how to sing songs with increasing control of breathing, posture and sound projection.</p> <p>Know how to sing songs in tune and with an awareness of other parts.</p> <p>Know how to identify phrases through breathing in appropriate places.</p> <p>Know how to sing with expression and rehearse with others.</p>
<p>Su1</p>		<p>Control of instruments <i>Know how different percussion instruments make different sounds.</i></p> <p><i>Know how to play accompaniments with increasing control and accuracy.</i></p> <p>Know how computing can be used to change and manipulate sounds.</p> <p>Know how to identify and control different ways percussion instruments to make sounds.</p> <p>Know how to play accompaniments with control and accuracy.</p> <p><i>Know how to create different musical effects using combinations of pitched sounds and computing resources.</i></p>

		<i>Know how to improve performance and composition through analysing performances.</i>
Su2	<p>Listening, memory and movement</p> <p><i>Know how to listen to longer pieces of music and identify features.</i></p> <p><i>Know how a mood is created by music and lyrics.</i></p> <p><i>Know how to listen to pieces of short music and identify features.</i></p>	<p>Controlling pulse and rhythm</p> <p><i>Know how to identify different speeds of pulse by clapping and moving.</i></p> <p><i>Know how to perform an independent part keeping a steady beat.</i></p> <p><i>Know how to identify metres of different songs.</i></p> <p><i>Know how to improvise rhythm patterns.</i></p> <p><i>Know how to perform an independent part keeping to a steady beat.</i></p> <p><i>Know how to identify different metres of different songs through recognizing the pattern of strong and weak beats.</i></p> <p><i>Know how to subdivide the pulse while keeping to a steady beat.</i></p>

Key Area	Key Vocabulary (Class 3)
Singing songs with control and using the voice effectively	Expression, rehearse, phrases, breathing, tune, posture, projection, melodic phrases, tunefully.
Listening, Memory and Movement	mood, lyrics, phrases, features
Controlling Pulse and Rhythm	Subdivide, pulse, steady beat, metres, pattern, strong beats, weak beats, rhythm parts
Control of Instruments	Combination, percussion, pitched sounds, accompaniments, control, accuracy, manipulate,
Composition	starting points, musical ideas, stimuli, composition, analysing
Reading and Writing Notation	Treble, clef, stave, notation, symbols, standard note, represent, pitch, rhythm
Performance Skills	Present, performances, awareness of audiences, venue and occasion.
Evaluating and Appraising	Evaluate, analyse, critique, appraise, celebrate, development