



Topics and Styles

Mama Mia Autumn 1	Pop
Glockenspiel Stage 2 Autumn 2	Glockenspiel
Stop! Spring 1	Rap
Lean on me Spring 2	Soul/ Gospel
Blackbird Summer 1	PSHE focus
Reflect, rewind and replay Summer 2	Revision of work and polishing performances

Extra curricular activities

Bi annual Town Hall Concert
 Chair
 Christmas Carol Concert
 End of year musical performance.

Key Vocabulary

Pulse	The heart beat of the music
Rhythm	Different long and short sounds which make a pattern
Pitch	Low and high notes
Improvise	Use the notes for the song in a different way.
Compose	Order the notes to make your own melody
Melody	Notes put together to make a piece of music.
Sharp	Half a pitch higher
Flat	Half a pitch lower
Semitone	Half a note
Tempo	Music speed
Dynamics	The change in volume in the music
Tuned instrument	An instrument which plays different notes
Untuned	An instrument that only plays one note.
Notation	Writing the notes on the page

Key Skills and Knowledge

Listen and Appraise — Can I talk about the musical dimensions working together in songs eg if

the song gets louder in the chorus (dynamics)?

When you talk try to use musical words?

Can I think about where a song comes from?

Musical games — Lead the class using their simple rhythms?

Copy back with instruments, without and then with notation?

Learn to sing — To sing in unison and in simple two-parts?

To sing with awareness of being in tune?

To re-join the song if lost?

Learn to play — Play any one, or all four, differentiated parts on a tuned instrument —

a one-note, simple or medium part or the melody of the song from memory or using notation?

To experience leading the playing by making sure everyone plays in the playing section of the song?

Improvise — Using instruments, listen and play answer using two different notes?

Take it in turns to improvise using three different notes?

Compose — Listen to and reflect upon the developing composition and make musical decisions

about pulse, rhythm, pitch, dynamics and tempo?

Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?

Perform — Present a musical performance designed to capture the audience?

National Curriculum statements

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history

Instruments

Glockenspiel—

All notes and ~#

Recorder— A B C G

