

Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



KS1/2 Curriculum Map MUSIC

Skills Framework

Musical Activity	Years 1 & 2	Years 3 & 4	Years 5 & 6
Singing	<p>(Year 1 – Aut 1 & 2, Spr 2, Sum 1 & 2) (Year 2 – Aut 1 & 2, Spr 1, Sum 2)</p> <p>Technique</p> <ul style="list-style-type: none"> • Basic posture with relaxed shoulders • Breathing to show phrases • Range of a sixth by ear 	<p>(Year 3 – Aut 1, Sum 2)</p> <p>Technique</p> <ul style="list-style-type: none"> • Basic posture with relaxed shoulders • Breathing to show phrases • Range of an octave, mostly by step • Using notation • Begin to sing in two parts either with call and response, rounds or echoes 	<p>(Year 5 – Aut 1 & 2, Sum 1) (Year 6 – Aut 2, Sum 2)</p> <p>Technique</p> <ul style="list-style-type: none"> • Open mouth, relaxed jaw and clear pronunciation • Dynamic range • Range of an octave using leaps • Can sing as part of a two-part harmony (or more)
Playing an instrument	<p>(Year 1 – Aut 1, Spr 1 & 2, Sum 1 & 2) (Year 2 – Aut 1, Spr 1, Sum 2)</p> <p>Technique (For classroom percussion and melodic instruments)</p> <ul style="list-style-type: none"> • Basic posture • Playing keyboard with right hand and different fingers • Play a drum with two hands • Dynamic contrast <p>Range</p> <ul style="list-style-type: none"> • Limited range of notes • Mainly rhythmic patterns by ear with basic understanding of notation <p>Performing with others</p> <ul style="list-style-type: none"> • Mainly in unison 	<p>(Year 3 – All terms) (Year 4 – All terms)</p> <p>Technique</p> <ul style="list-style-type: none"> • Basic posture, clear tone. • Playing keyboard with thumb, first and second finger (specifically Year 3 – Aut 1, Sum 1 & 2) • Play a drum with alternate hands (specifically Year 3 – Aut 1) <p>Range</p> <ul style="list-style-type: none"> • Four or five note melodies or moving to chords (specifically Year 3 – Aut 1, Spr 1, Sum 1 & 2) • Rhythm using notation with two different note lengths. Can read note lengths of crotchets, minims and semibreves with rests (specifically Year 3 – Aut 1, Spr 1, Sum 1 & 2) 	<p>(Year 5 – Aut 1, Spr 1, Sum 1) (Year 6 – Sum 2)</p> <p>Technique</p> <ul style="list-style-type: none"> • Dynamic contrasts • Phrasing • Playing keyboard using all 5 digits of right hand. May begin to use left hand (specifically Year 5 – Spr 1, Sum 1 & Year 6 – Sum 2) • Play a drum with alternate hands, using different parts of the drum to change tone. (specifically Year 5 – Aut 1, Sum 1 & Year 6 – Aut 1, Sum 2) <p>Range</p> <ul style="list-style-type: none"> • An octave, plus rhythmic playing using at least three different note lengths.

		<u>Performing with others</u> <ul style="list-style-type: none"> Simple additional part with others playing (e.g. in round, ostinato or accompaniment) 	<ul style="list-style-type: none"> Can read notation of quavers, crotchets, minims and semibreves plus rests (specifically Year 5 – Aut 1, Spr 1, Sum 1 & Year 6 – Sum 2) <u>Performing with others</u> <ul style="list-style-type: none"> Simple additional parts on their own (round, ostinato, bass and chord accompaniment)
Improvising	(Year 1 – Spr 1, Sum 2) (Year 2 – Aut 1, Spr 1, Sum 2) <ul style="list-style-type: none"> Free exploration of pitch and rhythm Explore combinations of sounds Begin to improvise melodies using repeated rhythms 	(Year 3 – Aut 1, Spr 1, Sum 1 & 2) (Year 4 – All terms) <ul style="list-style-type: none"> Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase using 3 notes. 	(Year 5 – Aut 1, Spr 1, Sum 1) (Year 6 – Sum 2) <ul style="list-style-type: none"> Improvise a riff/ostinato as an accompaniment Improvise a melodic phrase of 5 notes within a structured piece.
Composing	(Year 2 – Sum 2) <ul style="list-style-type: none"> Compose 1 bar melodies using crotchets and rests 	(Year 3 – Aut 1, Spr 1 & 2, Sum 2) <ul style="list-style-type: none"> Compose repeated 1 bar melodies using crotchets, minims 	(Year 5 – Aut 1, Spr 2, Sum 1) (Year 6 – Spr 1, Sum 1 & 2) <ul style="list-style-type: none"> Explore layering of rhythmic and melodic phrases. Compose melodies over 4 bars or more using quavers, crotchets, minims and semibreves.
Listening and evaluating	(Year 1 – Aut 1, Spr 1 & 2, Sum 1 & 2) (Year 2 – Aut 1, Spr 1 & 2, Sum 1 & 2) <ul style="list-style-type: none"> Respond to different moods in music. Beginning to identify what they do and don't like about a piece they listen to and use simple language like loud, quiet, fast, slow, beat, rhythm and melody Identify fairly common instruments they can hear in a piece of music (specifically Year 1 – Aut 1, Spr 2, Sum 1 & 2 & Year 2 – Aut 1, Spr 1, Sum 2) Identify good features of theirs and others playing. 	(Year 3 – All terms) (Year 4 – All terms) <ul style="list-style-type: none"> Identify different styles of music and simple features (specifically Year 3 – Aut 1, Sum 1) Identify and explain what they do or don't like about a piece of music from a variety of genres, using more complex language e.g., tempo, pitch, harmony (specifically Year 3 – Aut 1, Sum 1) Identify a greater range of instruments in a piece of music. Explain what effect the choice of instrument is having (specifically Year 3 – Aut 1, Sum 1) Improve their own work. 	(Year 5 – All terms) (Year 6 – All terms) <ul style="list-style-type: none"> Talk about the features of different styles of music (specifically Year 5 – Aut 1, Sum 1 & 2 & Year 6 – Spr 1 & 2, Sum 2) Identify and explain what they like or don't like about a piece of music using greater depth of musical language e.g. dynamics, texture, structure etc. (specifically Year 5 – Aut 1, Sum 1 & 2. Year 6 – Spr 1, Sum 2) Reflect on how moods are created with different musical concepts and choices (specifically Year 5 – Aut 1, Sum 1 & 2 & Year 6 – Spr 1, Sum 2) Suggest improvement for their own and others work.

Curriculum Map

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	<ul style="list-style-type: none"> • ‘Hey You’—An old school hip-hop track Joanna Magnona <ul style="list-style-type: none"> ➤ Listen and appraise this and other songs from the old school hip hop genre ➤ Learn to sing the song ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels ➤ Introduce ‘crotchet’ notes and ‘crotchet’ rests. ➤ Children able to keep a steady pulse with percussion and play simple 1 bar rhythms that repeat themselves. ➤ Perform, record and share in ‘Music Assembly’ <p>Suggested Extended Abstract/Greater Depth Task: Compare and contrast two pieces of hip-hop music</p>	<ul style="list-style-type: none"> • ‘Hands, Feet, Heart’ – A song celebrating South African music <ul style="list-style-type: none"> ➤ Listen and appraise this and other songs from South Africa ➤ Learn to sing the song ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels ➤ Introduce ‘Semibreve’ (4 beats long) notes and rests. ➤ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, each playing different, simple 1 bar rhythms that repeat themselves ➤ Improvise melodies using 3 or 4 notes, using crotchets, crotchet rests, semibreves and rests ➤ Perform, record and share <p>Suggested Extended Abstract/Greater Depth Task: Construct a rhythmic piece that contains three different sections</p>	<ul style="list-style-type: none"> • ‘Let Your Spirit Fly’ an R & B song by Joanna Magnona <ul style="list-style-type: none"> ➤ Listen and appraise this and other songs from the R & B genre ➤ Learn to sing the song ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels and now keyboards ➤ Learn to play 2 melodies simultaneously ➤ Introduce ‘quaver’ (half a beat) notes and minim (2 beat) notes plus their rests. ➤ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, now playing different 2 bar rhythms that repeat themselves ➤ Improvise melodies using 3 or 4 notes, using crotchets, crotchet rests, semibreves and rests, quavers and minims ➤ Improvise solos using a variety of melodic instruments ➤ Compose melodies ➤ Perform, record and share in Music Assembly <p>Suggested Extended Abstract/Greater Depth Task: Appraise a piece of music</p>	<ul style="list-style-type: none"> • WCIT <ul style="list-style-type: none"> ➤ Violin, cello and viola tuition ➤ Learning to play ‘open string’ pieces. ➤ Learning good bowing technique, posture, plucking of the strings. ➤ Know the names of each string on their instrument ➤ Perform a selection of pieces using ‘open strings’ at the Winter concert. <p>Suggested Extended Abstract/Greater Depth Task: n/a specialist teacher led</p>	<ul style="list-style-type: none"> • ‘Livin’ On A Prayer’ – A Classic Rock Song by Bon Jovi <ul style="list-style-type: none"> ➤ Listen and appraise this and other songs from the classic rock genre ➤ Learn to sing the song ➤ Learn to play melodies and rhythms from the song using a variety of instruments (including electric guitar) ➤ Learn to play more complex melodies from the song using xylophones, glockenspiels and now keyboards and any instruments they are learning to play outside of class ➤ Melodies are not just repeated loops, but longer, consisting of four or more bars ➤ Melodies use the full range of notes learned to date ➤ Learn to play 2 or 3 melodies simultaneously ➤ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, now playing different 2 bar rhythms that repeat themselves ➤ Rhythms now have ‘fills’ ➤ Improvise solos using a variety of melodic 	<ul style="list-style-type: none"> • Djembe and Drumming Course <ul style="list-style-type: none"> ➤ Children will learn to perform a variety of drumming styles and pieces, using Djembe drums, Samba drums and other percussion. They will perform at the Black History Concert. <p>Suggested Extended Abstract/Greater Depth Task: Compose a rhythmic piece using 3 parts</p>

			identifying the changes in dynamics		<p>instruments plus 'drum fills'/solos</p> <ul style="list-style-type: none"> ➤ Compose melodies of 4 bars or more using a range of melodic instruments, including any they are learning to play ➤ Perform at Music Assembly <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Identify how patterns of repetition, contrasts and variations can be organised to give structure to a melody, rhythm, dynamics and timbre</p>	
Autumn 2	<ul style="list-style-type: none"> • 'Christmas Production' – Preparing for KS1 Christmas production <ul style="list-style-type: none"> ➤ Develop singing technique through use of warm ups and good technique ➤ Develop performance skills through watching, listening and self and peer assessing ➤ Watch, listen and appraise examples of good performance skills from famous actors and singers ➤ Performing to an audience <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Debate what makes a good performance</p>	<ul style="list-style-type: none"> • 'Christmas Production' – Preparing for KS1 Christmas production <ul style="list-style-type: none"> ➤ Develop singing technique through use of warm ups and good technique ➤ Develop performance skills through watching, listening and self and peer assessing ➤ Watch' listen and appraise examples of good performance skills from famous actors and singers ➤ Performing to an audience <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Debate what makes a good performance</p>	<ul style="list-style-type: none"> • Ukulele Course <ul style="list-style-type: none"> ➤ Learn to play a variety of songs on the Ukulele, including songs from the Caribbean, Turkey, Africa and Poland ➤ Learn to pluck and strum ➤ Learn to play single notes ➤ Learn what a chord is and play C, F, G7, G and D ➤ Learn the parts of the Ukulele ➤ Perform at a concert <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Perform solo sections within group performances</p>	<ul style="list-style-type: none"> • WCIT <ul style="list-style-type: none"> ➤ Violin, cello and viola tuition ➤ Learning to play 'open string' pieces. ➤ Learning good bowing technique, posture, plucking of the strings. ➤ Know the names of each string on their instrument ➤ Perform a selection of pieces using 'open strings' at the Winter concert <p><u>Suggested Extended Abstract/Greater Depth Task:</u> n/a specialist teacher led</p>	<ul style="list-style-type: none"> • Pantomime <ul style="list-style-type: none"> ➤ The children will be preparing for their Christmas Production ➤ Develop singing technique through use of warm-ups and good technique ➤ Develop performance skills through watching, listening and self and peer assessing ➤ Watch' listen and appraise examples of good pantomime performances ➤ Understand the main characteristics of a Pantomime ➤ Develop team rehearsal skills ➤ Performing to an audience <p><u>Suggested Extended Abstract/Greater Depth Task:</u></p>	<ul style="list-style-type: none"> • Pantomime <ul style="list-style-type: none"> ➤ The children will be preparing for their Christmas Production ➤ Develop singing technique through use of warm-ups and good technique ➤ Develop performance skills through watching, listening and self and peer assessing ➤ Watch' listen and appraise examples of good pantomime performances ➤ Understand the main characteristics of a Pantomime ➤ Develop team rehearsal skills ➤ Performing to an audience <p><u>Suggested Extended Abstract/Greater Depth Task:</u></p>

					Sing 2 melodies simultaneously to produce harmony	Sing 2 melodies simultaneously to produce harmony
Spring 1	<ul style="list-style-type: none"> • Drumming and Percussion – An introduction to group drumming <ul style="list-style-type: none"> ➢ Learn to play a variety of drum and percussion instruments using good technique ➢ Learn to play a variety of rhythms from around the world as a group using layers of rhythm ➢ Learn to sing and play songs from various countries in Africa ➢ Perform, record, share at Music Assembly <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own rhythmic piece using two rhythms playing at the same time</p>	<ul style="list-style-type: none"> • ‘I Wanna Play In A Band’ – rock song by Joanna Magnona <ul style="list-style-type: none"> ➢ Listen and appraise this and other songs from the rock genre ➢ Learn to sing the song ➢ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels ➢ Introduce ‘Semibreve’ (4 beats long) notes and rests ➢ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, each playing different, simple 1 bar rhythms that repeat themselves ➢ Improvise melodies using 3 or 4 notes, using crotchets, crotchet rests, semibreves and rests ➢ Perform, record and share in Music Assembly <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Recognise that there are different rhythmic parts in a piece of music</p>	<ul style="list-style-type: none"> • Keyboard and Xylophone Stage 1 <ul style="list-style-type: none"> ➢ A topic focusing on the language of music, using keyboards and xylophones ➢ Developing basic keyboard technique using thumb and 2 fingers ➢ Learning to play simple melodies from songs representing countries in our school community such as parts of Africa, Poland, The Caribbean and Turkey ➢ Learning the layout of a piano keyboard ➢ Improvising and composing 3 or more note melodies using quavers, crotchets, minims and semibreves ➢ Perform and share in Music Assembly <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Compose an independent 3 note melodic piece that lasts for 4 bars</p>	<ul style="list-style-type: none"> • WCIT <ul style="list-style-type: none"> ➢ Violin, cello and viola tuition ➢ Learn to play notes on the fretboard using their non-bowing hand. ➢ Use all fingers and all strings ➢ Learn to play a selection of pieces using ‘fretted notes’ at the Spring concert <p><u>Suggested Extended Abstract/Greater Depth Task:</u> n/a specialist teacher led</p>	<ul style="list-style-type: none"> • Keyboard and Xylophone Stage 2 <ul style="list-style-type: none"> ➢ Learn to play a variety of songs on the keyboard representing our diverse school community (including songs from Poland, Caribbean, Africa, Turkey) ➢ Learning to play increasingly difficult melodies, using all the notation they have learned so far ➢ Learning the layout of a piano keyboard ➢ Introducing chords ➢ Improvising and composing melodies ➢ Perform and share <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Understand the relationship between pulse and syncopated patterns</p>	<ul style="list-style-type: none"> • Music and Identity <ul style="list-style-type: none"> ➢ The role of women in music into the thinking of children and young people of all genders, includes contextual listening of the artists' work, video interviews, appraising these songs ➢ Pupils to create their own music about their own identity based on their learning. An increased focus on our diverse community and the different parts of the world that are represented (their music can now reflect their own culture) <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own composition using notation</p>
Spring 2	<ul style="list-style-type: none"> • ‘Round and Round’ – A song about the relational dimensions of music <ul style="list-style-type: none"> ➢ Listen to and appraise a variety of songs that highlight the various dimensions of music – 	<ul style="list-style-type: none"> • Recorder Course <ul style="list-style-type: none"> ➢ Learn to play a variety of songs on the instrument ➢ Learn to play all major notes from A to G ➢ Learn to play songs with multiple parts 	<ul style="list-style-type: none"> • Dragon Scales <ul style="list-style-type: none"> ➢ A scheme of work teaching the pentatonic scale ➢ Learning to play pieces with 2 or 3 layers of 	<ul style="list-style-type: none"> • WCIT <ul style="list-style-type: none"> ➢ Violin, cello and viola tuition ➢ Learn to play notes on the fretboard using their non-bowing hand. 	<ul style="list-style-type: none"> • Garage Band Basics <ul style="list-style-type: none"> ➢ Creating a 4 bar loop containing a beat/rhythm, chord structure and melody 	<ul style="list-style-type: none"> • Garage Band <ul style="list-style-type: none"> ➢ Creating a song using the Garage Band app on iPad ➢ Listen to range of current and older pop songs and identifying song

	<p>Pitch, rhythm, melody, pulse etc.</p> <ul style="list-style-type: none"> ➤ Children listen to and appraise a variety of songs from around the world representing our diverse community ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels ➤ Introduce 'crotchet' notes and 'crotchet' rests ➤ Children able to keep a steady pulse with percussion and play simple 1 bar rhythms that repeat themselves ➤ Perform, record and share ➤ Introduce improvising melodies using 2 notes ➤ Perform, record and share <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Generate own melodic piece using crochets and crotchet rests</p>	<ul style="list-style-type: none"> ➤ Perform, record, share at the music concert <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own piece using the notes learned (A to G)</p>	<p>melody using the pentatonic scale</p> <ul style="list-style-type: none"> ➤ Learning that the pentatonic scale is a 5 note scale used in mainly Chinese music originally ➤ Compose using the pentatonic scale on xylophone and keyboards <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Understand how the use of tempo and dynamics can provide contrast within a piece of music</p>	<ul style="list-style-type: none"> ➤ Use all fingers and all strings ➤ Learn to play a selection of pieces using 'fretted notes' at the Spring concert <p><u>Suggested Extended Abstract/Greater Depth Task:</u> n/a specialist teacher led</p>	<ul style="list-style-type: none"> ➤ Create a rhythm or beat using virtual kit or drum machine ➤ Create a simple chord structure ➤ Overlay a melody or 'hook' ➤ Share to an audience and explain the process (Music Assembly) <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Construct a musical piece using Garage Band that has 3 distinct parts (e.g., intro, verse, chorus)</p>	<p>structures, chord structures etc.</p> <ul style="list-style-type: none"> ➤ Understand about beats and bars ➤ Create beats using virtual drum kits and drum machines ➤ Understanding 'verse', 'chorus' and 'bridge' ➤ Layer relevant sounds to create the right mood for their song ➤ Use a specific chord structure to create desired effect ➤ Share music to an audience and explain their process at Music Assembly <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Imagine the soundtrack to a scene in a film and create your own composition on Garage Band</p>
Summer 1	<ul style="list-style-type: none"> • 'Your Imagination' – A song about using your imagination by Pete Readman and Joanna Magnona ➤ Listen to and appraise this and other songs about using your imagination ➤ Learn to sing the song ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels 		<ul style="list-style-type: none"> • 'Bringing Us Together' – A disco song by Joanna Magnona ➤ Listen and appraise this and other songs from the disco genre ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels and now keyboards ➤ Learn to play 2 melodies simultaneously 	<ul style="list-style-type: none"> • WCIT ➤ Violin, cello and viola tuition ➤ Be able to read and play all notes from the 'D Major' scale ➤ Learn to play and perform songs using this scale, such as 'Twinkle Twinkle' at the Summer concert ➤ Perform at Summer concert, playing a variety of songs demonstrating 	<ul style="list-style-type: none"> • 'Classical Guitar Course' ➤ Learn to play a variety of songs on classical guitar (including songs from Poland, Caribbean, Africa, Turkey) ➤ Learn to play a piece of classical music ➤ Learn to pluck and strum ➤ Learn to play single note melodies on open strings and fretted strings ➤ Learn to play the chords Em, A, C, G and F and 	

	<ul style="list-style-type: none"> ➤ Introduce 'crotchet' notes and 'crotchet' rests ➤ Children able to keep a steady pulse with percussion and play simple 1 bar rhythms that repeat themselves. ➤ Improvising melodies using 2 notes ➤ Perform, record and share ➤ Children write their own lyrics about what they imagine to the song ➤ Perform <p>Suggested Extended Abstract/Greater Depth Task: Improvise a 3 note melody</p>		<ul style="list-style-type: none"> ➤ Introduce 'quaver' (half a beat) notes and minim (2 beat) notes plus their rests ➤ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, now playing different 2 bar rhythms that repeat themselves ➤ Improvise melodies using 3 or 4 notes, using crotchets, crotchet rests, semibreves and rests, quavers and minims ➤ Improvise solos using a variety of melodic instruments 	<p>their learning from the whole year</p> <p>Suggested Extended Abstract/Greater Depth Task: n/a specialist teacher led</p>	<ul style="list-style-type: none"> ➤ Learn the parts of a guitar ➤ Learn about the history of the instrument and about some of the most important and well-known guitarists. ➤ Learn related musical vocab in Spanish (cross-curricular) ➤ Learn to play and sing a Spanish language song. ➤ Improvise solos on guitar ➤ Compose melodies ➤ Perform a concert <p>Suggested Extended Abstract/Greater Depth Task: Create a guitar solo to accompany one of the songs you've learned.</p>	
Summer 2	<ul style="list-style-type: none"> • 'In The Groove' a song that demonstrates the different styles of music <ul style="list-style-type: none"> ➤ Listen to and appraise this and other songs in a variety of musical styles ➤ Learn to sing the song ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels ➤ Introduce 'crotchet' notes and 'crotchet' rests ➤ Children able to keep a steady pulse with percussion and play simple 1 bar rhythms that repeat themselves ➤ Perform, record and share ➤ Children write their own lyrics about what they imagine to the song 	<ul style="list-style-type: none"> • 'Friendship' – A song about friendship by Pete Redman <ul style="list-style-type: none"> ➤ Listen and appraise this and other songs about friendship ➤ Learn to sing the song ➤ Learn to play simple 1, 2 and 3 note melodies from the song using xylophones, glockenspiels ➤ Introduce 'Semibreve' (4 beats long) notes and rests. ➤ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, each playing different, simple 1 bar rhythms that repeat themselves ➤ Improvise melodies using 3 or 4 notes, using 	<ul style="list-style-type: none"> ➤ This topic introduces Composing melodies at a higher level than previously ➤ Children to compose as groups using simple notation ➤ Perform, record and share <p>Suggested Extended Abstract/Greater Depth Task: Identify the metre of a song (e.g., if it is in 3/4 time or 4/4 time)</p>	<ul style="list-style-type: none"> • WCIT <ul style="list-style-type: none"> ➤ Violin, cello and viola tuition ➤ Violin, cello and viola tuition ➤ Be able to read and play all notes from the 'D Major' scale ➤ Learn to play and perform songs using this scale, such as 'Twinkle Twinkle' at the Summer concert ➤ Perform at Summer concert, playing a variety of songs demonstrating their learning from the whole year <p>Suggested Extended Abstract/Greater Depth Task: n/a specialist teacher led</p>	<ul style="list-style-type: none"> • 'The Fresh Prince of Bell Air' an old school hip hop track by Will Smith <ul style="list-style-type: none"> ➤ Listen and appraise this and other songs from the old school hip hop genre ➤ Learn to rap the song ➤ Compose their own raps about their own upbringing ➤ Perform and record <p>Suggested Extended Abstract/Greater Depth Task: Explain to a peer how to fit a rap to a beat</p>	<ul style="list-style-type: none"> • 'Happy' by Pharrell Williams <ul style="list-style-type: none"> ➤ Listen and appraise songs celebrating being happy ➤ Learn to sing the song, using multiple vocal parts and harmonies ➤ Learn to play melodies and rhythms from the song using a variety of instruments (including electric guitar) ➤ Learn to play more complex melodies from the song using xylophones, glockenspiels and now keyboards and any instruments they are learning to play outside of class ➤ Melodies are not just repeated loops, but longer, consisting of four or more bars

	<p>➤ Perform at Music Assembly</p> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own piece at a fast or slow tempo with appropriate lyrics</p>	<p>crotchets, crotchet rests, semibreves and rests</p> <p>➤ Begin to learn about creating simple compositions as a class</p> <p>➤ Perform, record and share</p> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own melody using 3 notes</p>				<p>➤ Melodies use the full range of notes learned to date</p> <p>➤ Learn to play 2 or 3 melodies simultaneously</p> <p>➤ Children able to keep a steady pulse with percussion and now play in 2 groups simultaneously, now playing different 2 bar rhythms that repeat themselves</p> <p>➤ Rhythms now have 'fills'</p> <p>➤ Improvise solos using a variety of melodic instruments plus 'drum fills'/solos</p> <p>➤ Composing melodies, recording their compositions in a variety of ways</p> <p>➤ Performing to an audience</p> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Recognise and evaluate the style of Pharrell Williams</p>
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