

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
<p>Singing</p>	<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)
<p>Playing an instrument</p>	<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.

		<p>Performing with others</p> <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) <p>Performing with others</p> <ul style="list-style-type: none"> • Simple additional parts on their own (round, ostinato, bass and chord accompaniment)
Improvising	<p>(Year 1 – Spr 1, Sum 2) (Year 2 – Aut 1, Spr 1, Sum 2)</p> <ul style="list-style-type: none"> • Free exploration of pitch and rhythm • Explore combinations of sounds • Begin to improvise melodies using repeated rhythms 	<p>(Year 3 – Aut 1, Spr 1, Sum 1 & 2) (Year 4 – All terms)</p> <ul style="list-style-type: none"> • Improvise a 1 bar rhythm • Improvise a 1 bar melodic phrase using 3 notes. 	<p>(Year 5 – Aut 1, Spr 1, Sum 1) (Year 6 – Sum 2)</p> <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	<p>(Year 2 – Sum 2)</p> <ul style="list-style-type: none"> • Compose 1 bar melodies using crotchets and rests 	<p>(Year 3 – Aut 1, Spr 1 & 2, Sum 2)</p> <ul style="list-style-type: none"> • Compose repeated 1 bar melodies using crotchets, minims 	<p>(Year 5 – Aut 1, Spr 2, Sum 1) (Year 6 – Spr 1, Sum 1 & 2)</p> <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	<p>(Year 1 – Aut 1, Spr 1 & 2, Sum 1 & 2) (Year 2 - Aut 1, Spr 1 & 2, Sum 1 & 2)</p> <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. 	<p>(Year 3 – All terms) (Year 4 – All terms)</p> <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. 	<p>(Year 5 – All terms) (Year 6 – All terms)</p> <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 ➤ 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 ➢ 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 ➢ 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"> ➢ A topic focusing on the language of music, using keyboards and xylophones ➢ Developing keyboard technique using whole of right hand ➢ 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 <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"> ➤ 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>
<p>Summer 1</p>	<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 ➤ Introduce 'crotchet' notes and 'crotchet' rests ➤ Children able to keep a steady pulse with percussion and play 	<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>	<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 ➤ Introduce 'quaver' (half a beat) notes and minim (2 beat) notes plus their rests ➤ Children able to keep a steady pulse with 	<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 their learning from the whole year <p><u>Suggested Extended Abstract/Greater Depth</u></p>	<ul style="list-style-type: none"> • 'Make You Feel My Love' – Pop Ballad ➤ Listen and appraise this and other songs from the pop ballad genre ➤ Learn to sing the song ➤ Learn to play melodies and rhythms from the song using a variety of instruments (including electric guitar) ➤ Improvise solos using a variety of melodic instruments plus 'drum fills'/solos ➤ Compose melodies ➤ Perform 	<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>

	<p>simple 1 bar rhythms that repeat themselves.</p> <ul style="list-style-type: none"> ➤ 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>		<p>percussion and now play in 2 groups simultaneously, now playing different 2 bar rhythms that repeat themselves</p> <ul style="list-style-type: none"> ➤ 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>Task: n/a specialist teacher led</p>	<p>Suggested Extended Abstract/Greater Depth Task: Create a chord sequence to accompany the song</p>	
<p>Summer 2</p>	<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 ➤ Perform at Music Assembly <p>Suggested Extended Abstract/Greater Depth Task: Create own piece at a fast or</p>	<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 crotchets, crotchet rests, semibreves and rests ➤ Begin to learn about creating simple compositions as a class <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"> ➤ 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 ➤ Melodies use the full range of notes learned to date ➤ Learn to play 2 or 3 melodies simultaneously

	<p>slow tempo with appropriate lyrics</p>	<p>➤ Perform, record and share</p> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own melody using 3 notes</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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