Play chord sequences from a range of familiar songs as compositional models.

Play rhythmically simple melodies. following staff notation written on one stave

Learn to find notes on keyboards and/or brass instruments.

> Sing three and four-part rounds, transposing music according to the needs of the class.

> > Explore D minor and the pentatonic minor starting on D

Record composition using pictorial notation (start to use standard musical notation).

Create simple melodies using up to 5 different notes and simple rhythms.

Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.



learn to play a simple melodic instrumental part (the recorder) by ear or from notation, in C major, F major G major, D major and D minor.

Sing expressively, with attention to breathing and phrasing such as

Learning Journey Listen to and analyse music with reference to the following musical elements: tonality, texture, Instrumentation, metre/rhythm, tempo, was it first written/ performed? pitch, harmony, dynamics..

Explore musical meaning by answering questions such as: Where does the music come from? When

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

Play a part on a

by ear or from

notation e.g.

tuned instrument,

Discuss the structure of the music with

reference to the verses, bridge, repeat signs,

chorus and final chorus, improvisation, call



Sing regularly from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and dynamic contrast..

Rehearse and learn to play one of

four differentiated instrumental

parts, by ear or from notation, in

major, G major, Eb major, C minor

the tonal centres of C major, F

Learn to play the djembe drums (non-tuned percussion) with confidence and musicality.

Perform from memory or

confidence and accuracy.

with notation, with



Music

Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.

Listen and copy back rhythmic patterns

using minims, dotted crotchets,

rests by ear and from notation.

crotchets, dotted quavers, quavers,

triplet quavers, semiquavers and their

Sing expressively, with attention to breathing

and phrasing, dynamics and articulation.

Use standard notation when transcribing compositions.

ukulele Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and

performance.

Understand how to rehearse a piece of music in order to improve

Sing with and without an accompaniment

and response, and AB form. Discuss the structure of a song with reference to the verses, bridge, chorus, call and response, AB form).



Listen and

copy back

rhythmic

patterns

using semibreves , dotted minims,

minims.

dotted

dotted

quavers.

quavers,

quavers,

semiquaver

s and their

rests by ear

and from

notation.

triplet

crotchets,

crotchets,

Rehearse and perform their parts within the context of the unit song.

and D minor.

Sing in unison and parts, and as part of a smaller group.

> Use Music Notepad on Charanga to compose a standalone piece of music

Think about the feelings created by the music and justify a personal opinion with reference to musical elements



Use musical features such as smooth (legato) and detached

Improvise using a limited

range of pitches on the

recorder.

(staccato) articulation

Rehearse and learn songs from memory and/or with notation

Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Discuss the structure of a song and identify when a main theme is repeated e.g. call and response,

solo.

Play and perform melodies following staff notation, using a small range, as a whole class or in small group.



Understand that improvisation is about making up very simple tunes on the spot.



YEAR



Take it in turn to discuss how the song makes them feel, using appropriate musical language to describe and discuss the music and decide whether they like or do not like the music and why.

Sing with attention to clear diction and expressively, considering the meaning of the words, with a focus on breathing and phrasing.



Play together as a

keeping the beat.

group while

and staccato (timbre) and tonalities (major and minor).



Help create at least one simple melody using one, three or five different notes.

to different

and moods.

musical

Talk about the musical dimensions such as volume (dynamics), legato



Copy back and improvise rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests..

Rehearse a song and then perform it to an audience, explaining why the song was chosen.

Rehearse and learn to play a simple melodic instrumental part on the glockspiel by ear or from notation, in C major, F major, G major and E major.

Play together as a group while keeping Begin to create in time with a steady personal musical ideas beat. using the given notes.

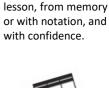
Improvising with 'phrases' made up of notes, rather than simply lots of notes played one after the

> Sing with a sense of control of dynamics and speed

appropriate and discuss how it was created. Respond through

Understand the difference movement/ dance between creating a rhythm pattern and a pitch pattern characteristics

Record the composition in any way



Plan, rehearse and

audience a song that

has been learnt in the

perform for an

YEAR

Continue to use the voice expressively and creatively by singing simple songs.

Understand that composing is like writing a story with music.

improvisation is about the children making up their own very simple tunes on the spot.

Understand that

Rehearse and learn to play a simple melodic instrumental part by ear.

Sing a variety of songs with an accuracy of pitch.

Begin to understand where the music fits in the world and different styles of music

KS1

Use body percussion, instruments

and voices.



'Music is a moral law, it gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything" (Plato)