

Emmer Green Primary School

Music Progression of Skills and Curriculum Overview

Performing - Singing

Performing-Playing

Improvising and experimenting and Composing

Listening, developing knowledge and understanding

<p>Medium term Planning Reception</p> <p>Term 1</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Title / Context: Under the Sea Element(s) Focus: rhythm, timbre, tempo and dynamics Reception Focus: listening and exploring</p>	
<p>Learning Objectives</p> <p>To join in and take turns in songs and play instruments with others.</p> <p>To match their pitch to simple rhymes and listen to the notes being played</p> <p>To pick out a specific musical instrument when asked.</p>	<p>Possible Activities</p> <p>Friends, friends</p> <p>Learn the names of a range of tuned and untuned instruments. Guess the sound of the instrument behind a screen</p> <p>What can you see under the sea?</p>	<p>Learning Outcomes</p> <p>I can join in and take turns in songs and play instruments with others.</p> <p>I can match their pitch to simple rhymes and listen to the notes being played</p> <p>I can pick out a specific musical instrument when asked.</p>

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<p>To play loudly, quietly, quickly and slowly in imitation.</p> <p>To play an instrument when prompted by a cue card.</p> <p>To learn how to play instruments to produce different sounds,</p> <p>To listen to, and imitate, distinctive sounds played on a particular instrument.</p> <p>To listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.</p> <p>To begin to categorise percussion instruments by how they can be played.</p> <p>To begin to play, sing and move expressively in response to the music or the meaning of words in a song.</p> <p>To explore the range of effects that can be made by an instrument or sound maker.</p> <p>To create simple rhythms and musical patterns or phrases.</p> <p>To play groups of sounds indicated by a simple picture or symbol-based score.</p>	<p>Choose instruments for each animal and plant. Let children to think about different types of sounds from a small selection of instruments</p> <p>We can play the instruments (learning instrument names) Learn how to play instruments correctly</p> <p>March, tap and nod the beat then try think the beat</p> <p>I can see a swimming/floating/ up to me</p> <p>How to make the music of your aquarium (sing up teaching tools - see separate planning)</p> <p>Down there under the sea (sing up)</p> <p>Children use voices, body percussion and classroom instruments to accompany songs</p> <p>Under the sea song from The Little Mermaid (join in with 'under the sea')</p> <p>Move to the original tune of little mermaid and move like fishes, crabs, mermaids etc</p> <p>Octopus' Garden - u tube cartoon clip - play the rhythm of the words with percussion instruments</p> <p>https://www.youtube.com/watch?v=Dmx5sLusyky</p>	<p>I can play loudly, quietly, quickly and slowly in imitation.</p> <p>I can play an instrument when prompted by a cue card.</p> <p>I can learn how to play instruments to produce different sounds,</p> <p>I can listen to, and imitate, distinctive sounds played on a particular instrument.</p> <p>I can listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.</p> <p>I can begin to categorise percussion instruments by how they can be played.</p> <p>I can begin to play, sing and move expressively in response to the music or the meaning of words in a song.</p> <p>I can explore the range of effects that can be made by an instrument or sound maker.</p> <p>I can create simple rhythms and musical patterns or phrases.</p> <p>I can play groups of sounds indicated by a simple picture or symbol-based score.</p>
<p>Medium term Planning</p>	<p>Title / Context: Celebrations Element(s) Focus: Timbre and Texture Reception Skill(s) Focus: Exploring and engaging</p>	

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<p>Reception Term 2</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>		
<p>Learning Objectives</p> <p>To keep the beat</p> <p>To internalise the beat</p> <p>To explore sounds our body and voice can make</p>	<p>Possible Activities</p> <p>Practise tapping the beat to a selection of songs with instruments</p> <p>Nod then think the beat</p> <p>Pass the sound (body sounds)</p> <p>Teddy says..(body sounds)</p>	<p>Learning Outcomes</p> <p>I can march and tap the beat</p> <p>I can nod the beat</p> <p>I can listen to the beat in my head</p> <p>I can identify a variety of body sounds and instruments</p> <p>I can describe different timbres</p>

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<p>To explore and listen to the sounds that different instruments make and use vocabulary: low high, scratchy, soft, gentle, loud, quiet</p> <p>To respond to high and low using movement</p> <p>To learn rhymes, songs and poems</p>	<p>Play instruments and talk about what sounds they can make</p> <p>High low games</p> <p>Lights and Celebrations song pg 48 SLMFEY book</p> <p>Fireworks song pg 28 SLMFEY book</p> <p>It's Diwali song pg 49 SLMFEY book</p> <p>Song in sing up library</p> <p>Christmas</p> <p>Selections from SLMFEY and Christmas Play songs</p>	<p>I can respond to high and low notes by moving my body or hands</p> <p>I can learn songs about Bonfire Night, Diwali, Hannukah and Christmas</p>
<p>Medium term Planning Reception</p> <p>Term 3</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p>	<p>Title / Context: Fairytales Element(s) Focus: Rhythm, Pitch and Tempo Reception Focus: Singing and Creating</p>	

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<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>		
<p>Learning Objectives</p> <p>To learn songs and sing in a group</p> <p>To control and respond to sounds using voices, soundmakers and instruments</p> <p>To talk about sounds they make and hear</p> <p>To explore low and high sounds</p> <p>To explore different tempos</p>	<p>Possible Activities</p> <p>Little Red Riding Hood BBC School Radio</p> <p>Use main words from stories to make up rhythmic patterns.</p> <p>Listen to story and then tell story using instruments for main characters, thinking about what speed and pitch the sounds will be, and settings using story cards for Little Red Riding Hood</p> <p>Play games relating to pitch using symbols</p>	<p>Learning Outcomes</p> <p>I can learn songs and sing in a group</p> <p>I can control and respond to sounds using voices, soundmakers and instruments</p> <p>To talk about sounds they make and hear</p> <p>I can explore low and high sounds</p> <p>I can explore different tempos</p>
<p>Medium term Planning</p> <p>Reception</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p>	<p>Title / Context: People who help us Element(s) Focus: Rhythm Skill(s) Focus: Singing and Creating</p>	

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<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>		
<p>Learning Objectives</p> <p>Explore and enjoy how sounds can be made</p> <p>Begin to control playing techniques on a range of appropriate percussion</p> <p>Sing a song about people who help us.</p>	<p>Possible Activities</p> <p>People who help us song (sing up)</p> <p>Create patterns for different people in the song</p>	<p>Learning Outcomes</p> <p>I can sing a song about People who help us in a group</p> <p>I can create word patterns and play them on percussion instruments.</p> <p>I can explore and enjoy how sounds can be made</p> <p>I can control sounds I make</p>
<p>Medium term Planning Reception</p> <p>Term 4</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p>	<p>Title / Context: Farms Element(s) Focus: Pitch and Duration Skill(s) Focus: singing and exploring</p>	

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<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>		
<p>Learning Objectives</p> <p>To recall and perform rhythmic patterns to a steady pulse</p> <p>To respond and listen to pieces of music through movement</p> <p>To sing songs expressively and maintain a steady beat</p> <p>To improvise sounds for baby animals using instruments</p> <p>To play simple patterns or sequences of music</p> <p>To play loudly, quietly, quickly, slowly in imitation</p>	<p>Possible Activities</p> <p>Introduce different note values - crotchet, quaver using terms :calf, piglet</p> <p>Hop little bunnies</p> <p>Carnival of the Animals - listening and moving - Donkeys and Chickens</p> <p>Old Macdonald had a farm</p> <p>Go to the farm</p> <p>Sing up:</p> <p>Baa baa black sheep, Five Little Ducks, Two little chickens</p> <p>Incidental Music for baby animals</p>	<p>Learning Outcomes</p> <p>I can recall and perform rhythmic patterns to a steady pulse</p> <p>I can respond and listen to pieces of music through movement</p> <p>I can sing songs expressively and maintain a steady beat</p> <p>I can improvise sounds for baby animals using instruments</p> <p>I can play simple patterns or sequences of music</p> <p>I can play loudly, quietly, quickly, slowly in imitation</p>

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<p>To follow simple graphic scores with symbols or pictures of instruments</p> <p>To use a growing musical vocabulary of words, signs or symbols to describe what I play and hear, using words that relate to tempo, dynamics and pitch</p> <p>To make and communicate choices when performing, playing, composing and listening</p> <p>To explore the range of effects that can be made by an instrument</p>	<p>Games to reinforce understanding of low/high, loud/soft, quick/slow</p> <p>Choose an instrument for each farm animal. When a child plays that instrument pretend to be that animal</p> <p>Farm Story- Cock a doodle doo Farmyard Hullabaloo,</p> <p>https://www.youtube.com/watch?v=vOhhLjZGPo</p> <p>explore vocal sounds (high and low and different textures - grunty for a pig)</p> <p>Show children different symbols to follow high and low, a selection of percussion instruments and loud and quiet, stop and start</p>	<p>I can follow simple graphic scores with symbols or pictures of instruments</p> <p>I can use a growing musical vocabulary of words, signs or symbols to describe what I play and hear, using words that relate to tempo, dynamics and pitch</p> <p>I can make and communicate choices when performing, playing, composing and listening</p> <p>I can explore the range of effects that can be made by an instrument</p>
<p>Medium term Planning</p> <p>Reception Term 5</p> <p>Early Learning Goals (Terms 5 and 6)</p> <p>Expressive Arts and Design</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Title / Context: Minibeasts</p> <p>Element(s) Focus: timbre and pulse</p> <p>Skill(s) Focus: Performing, Listening and Creating</p>	
<p>Learning Objectives</p>	<p>Possible Activities</p>	<p>Learning Outcomes</p>

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<p>Begin to control playing techniques on a limited range of appropriate percussion, using identified words in songs or poems as aural signs</p> <p>Maintain steady beat using body percussion or by copying simple word rhythm patterns</p> <p>Move to music expressively and showing an awareness of the beat</p> <p>Sing songs while maintaining a steady beat</p> <p>Sing songs expressively and in different ways</p> <p>Suggest instruments for a story</p> <p>Follow a conductor, responding to cards with symbols</p> <p>Move to music expressively and showing an awareness of the beat</p>	<p>Word patterns using minibeast names</p> <p>Listen and move to Playful Pizzicato to describe minibeasts in movement (from Simple Symphony for strings by Benjamin Britten)</p> <p>Creepy Crawly Calypso - Join in actions to the song</p> <p>Sing Up:</p> <p>Five fine Bumble Bees</p> <p>Incy wincey spider</p> <p>Little Miss Muffet</p> <p>https://www.youtube.com/watch?v=xreoHHYXHxc</p> <p>There's a spider on the floor</p> <p>The bad-tempered Ladybird - tell story using instruments</p> <p>Teacher to record piece using symbols for children to follow</p> <p>Watch Minibeast Madness (cbeebies) and move to the music</p> <p>https://www.youtube.com/watch?v=LoIeeIEPGJI</p> <p>Create accompaniments to songs using percussion instruments.</p>	<p>I can control playing techniques on a limited range of appropriate percussion, using identified words in songs or poems as aural signs</p> <p>I can maintain steady beat using body percussion or by copying simple word rhythm patterns</p> <p>I can move to music expressively and showing an awareness of the beat</p> <p>I can sing songs while maintaining a steady beat</p> <p>I can sing songs expressively and in different ways</p> <p>I can suggest instruments for a story</p> <p>I can follow a conductor, responding to cards with symbols</p> <p>I can move to music expressively and showing an awareness of the beat</p>	
<p>Medium term Planning Reception</p>		<p>Title / Context: Handa's Surprise Element(s) Focus: Rhythm, Pitch and Timbre</p>	

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<p>Term 6</p> <p>Early Learning Goals (Terms 5 and 6)</p> <p>Expressive Arts and Design</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Skill(s) Focus: Creating and Performing</p>	
<p>Learning Objectives</p> <p>To sing well known nursery rhymes</p> <p>To control sounds using percussion, body and vocal sounds</p> <p>To talk about sounds they make and hear</p> <p>To follow simple graphic notation</p> <p>To create my own rhythmic patterns</p> <p>To sing songs about wild animals in a group</p>	<p>Possible Activities</p> <p>Nursery Rhymes - Hickory, dickory, dock, Grand Old Duke of York, Humpty Dumpty, Twinkle Twinkl, I'm a little teapot</p> <p>Sound story about Handa's Surprise</p> <p>Games to reinforce understanding of low/high</p> <p>Show children different symbols to follow high and low.</p> <p>Revise symbols for a selection of percussion instruments and loud and quiet, stop and start</p> <p>Animal Song -Adapt words to add animals from the story</p> <p>Ask children to devise the sung description (eg. 'leaping dolphin', 'waddling penguin' or 'creeping grasshopper')</p>	<p>Learning Outcomes</p> <p>I can sing well known nursery rhymes</p> <p>I can control sounds using percussion, body and vocal sounds</p> <p>I can talk about sounds they make and hear</p> <p>I can follow simple graphic notation</p> <p>I can create my own rhythmic patterns</p> <p>I can sing songs about wild animals in a group</p>

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	<p>instead of 'little monkey') plus a sound and action to perform</p> <p>Make rhythm patterns out of names of wild animals that live in Kenya</p> <p>Hot. hot hippo</p> <p>The monkeys and the crocodile</p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-monkeys-swinging-from-a-tree/z6x9382</p> <p>Listen to animal sounds</p> <p>https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-sound-games-3/znsnmfr</p> <p>I see animals</p> <p>Animal Tea Party</p>	
<p>Medium term Planning Year One</p> <p>Term 1</p>	<p>Title / Context: The Three Little Pigs</p> <p>Element(s) Focus: Timbre and texture</p> <p>Skill(s) Focus: Performing, Improvising, experimenting and composing</p>	

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Learning Objectives	Activities	Learning Outcomes
To speak and chant rhymes together	Clap and wiggle (change to tap, shake, scrape etc.)	I can speak and chant rhymes together
To play instruments by shaking, scraping, rattling, tapping etc.	Let's all tap, shake, scrape together	I can play instruments by shaking, scraping, rattling, tapping etc.
To create effects to a story and create symbols for the different instruments used	Accompany the above rhymes on instruments	I can create effects to a story
	The Three Little Pigs story (tell story and get children to think of sounds)	
	https://www.youtube.com/watch?v=QLR2pLUsl-Y	
To play instruments slowly, quickly, loudly and quietly	Get children to help you draw symbols for the different instruments you use in the story	I can play instruments slowly, quickly, loudly and quietly
To begin to categorise instruments	Sort a selection of instruments into shakers, tappers, scrapers and instruments that you can do more than one thing with (e.g. tambourine you can shake and tap)	I can begin to categorise instruments
To create patterns by altering the Clap and Wiggle song	Sort instruments into wood, metal, plastic etc.	I can create patterns by altering the Clap and Wiggle song
To identify instruments that are hidden from view	Use symbols for different types of instrument - e.g. wiggly line for scrape	I can identify instruments that are hidden from view
To identify the pulse and explore getting faster and slower	Play Guess the Sound behind a screen, how do you play this instrument and its particular name	I can identify the pulse and explore getting faster and slower
To explore pitch in a piece of music	Slowly slowly (play slowly and quickly using a variety of instruments)	I can explore pitch in a piece of music

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	<p>U tube Silly Symphony The three little pigs</p> <p>Record the story and get them to listen to it and discuss what bits they like and why</p>	
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<p>Medium term Planning Year One</p> <p>Term 3</p> <p>Goldilocks and the Three Bears</p>	<p>Title / Context: Goldilocks and the Three bears</p> <p>Element(s) Focus: Pitch and Structure</p> <p>Skill(s) Focus: Performing, Improvising, Experimenting and Creating</p>	
<p>Learning Objectives</p> <p>To understand what is meant by pitch</p> <p>To understand how to control the pitch of the voice</p> <p>To respond to changes in pitch through movement of hand/arm</p> <p>To relate sounds to symbols and make up own short sequence</p> <p>To understand that pitch can be used descriptively</p> <p>To create own graphic scores and follow instruction flash cards showing words or symbols</p> <p>To play instruments in different ways to create sound effects and follow directions to perform a story together.</p>	<p>Possible Activities</p> <p>Three bears game</p> <p>Fairy Tale Song - Who's in the story?</p> <p>When Goldilocks went to the house of the bear</p> <p>Sing Twinkle Twinkle Little Star in the different voices of the three bears, following cards of the three bears</p> <p>Poor Little Baby Bear</p> <p>Goldilocks Song</p> <p>Them Bears Song</p> <p>Make up word patterns using the names of the characters in the story</p> <p>Use simple notation for quavers and crotchets to explain note values using daddy, bear, etc.</p> <p>Create vocal/body sounds to accompany the story</p> <p>Choose instruments to accompany the story- plan as a whole class and perform to an audience</p>	<p>Learning Outcomes</p> <p>To follow pitch movement with their hands and use high, low and middle voices</p> <p>Sing accurately at their own pitch</p> <p>Move up and down following changes in pitch</p> <p>Play and sing phrases from dot notation</p> <p>Record their own tunes with support</p> <p>Play instruments in different ways to create sound effects and follow directions to perform a story together.</p> <p>Mark the pulse of a song with stamps and claps</p>

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<p>To mark the pulse of a song with stamps and claps</p> <p>To use voices to provide sound effects</p> <p>To suggest which instruments would make a particular sound</p> <p>To play together as a group using symbols as a support to an audience.</p>		<p>Use voice to provide sound effects</p> <p>Suggest which instruments would make a particular sound</p> <p>Perform together as a group using symbols as a support to an audience.</p>
<p>Medium term Planning Year One</p> <p>Term 4</p>	<p>Title / Context: Jack and the Beanstalk</p> <p>Element(s) Focus: Pitch and Structure</p> <p>Skill(s) Focus: Singing and improvising, experimenting and creating</p>	
<p>Learning Objectives</p> <p>To understand what is meant by pitch, to find their singing voice and match pitches.</p> <p>To understand how to control the pitch of the voice</p> <p>To respond to changes in pitch</p> <p>To relate sounds to symbols</p> <p>To understand and use the musical terms higher and lower</p> <p>To create long and short sounds and recall short sequences</p>	<p>Possible Activities</p> <p>Songs from Jack and the Beanstalk BBC School Radio</p> <p>Jack's song</p> <p>Giant chant</p> <p>Slide song</p> <p>Is Jack climbing up the beanstalk?</p> <p>-move hand to show pitch</p> <p>-create dot notation</p> <p>Jack and the beanstalk story -choose instruments and vocal/body sounds</p>	<p>Learning Outcomes</p> <p>I understand what is meant by pitch, to find their singing voice and match pitches.</p> <p>I understand how to control the pitch of my voice</p> <p>I can respond to changes in pitch</p> <p>I can relate sounds to symbols</p> <p>I understand and use the musical terms higher and lower</p>

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<p>To identify features high/low, loud/quiet, fast/slow</p>		<p>I can create long and short sounds and recall short sequences</p> <p>I can identify features high/low, loud/quiet, fast/slow</p>
<p>Medium term Planning Year One</p> <p>Term 5</p>	<p>Title / Context: Animals Element(s) Focus: Timbre, Tempo and Dynamics Skill(s) Focus: Listening and singing</p>	
<p>Learning Objectives</p> <p>To understand and notice how the tempo changes from fast to slow</p> <p>To understand the style is fast, with jazzy rhythms</p> <p>To understand that pitch is when the notes move up and down in steps</p> <p>To understand that in pitch some words are sometimes sung on the same note</p> <p>To identify rests, or pauses in the music</p> <p>To sing songs expressively, using different structures such as Call and Response.</p> <p>To follow the shape of a melody when singing songs</p>	<p>Possible Activities</p> <p>Story, song, activity on pitch and listening to <i>Yellow Bird</i> (Traditional Caribbean folk song, played by a steel band with percussion.)</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-anansi-and-the-moss-covered-rock-1/zmn2qp3 https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-yellow-bird/zv2j47h</p> <p>Other Songs The animals went in two by two The animal fair (in two parts) We're all going to the zoo tomorrow https://www.youtube.com/watch?v=6xAqZJNrF2s Cuddly Koalas (A Round) Down in the jungle</p> <p>Clap rhythm and pulse of the songs</p>	<p>Learning Outcomes</p> <p>I can notice how the tempo changes from fast to slow</p> <p>I can understand the style is fast, with jazzy rhythms</p> <p>I can understand that pitch is when the notes move up and down in steps</p> <p>I can understand that in pitch some words are sometimes sung on the same note</p> <p>I can identify rests, or pauses in the music</p> <p>I can sing songs expressively, using different structures such as Call and Response.</p>

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<p>To chant in time with a steady pulse</p> <p>To clap and play the rhythm and pulse of a song</p> <p>To create animal word patterns</p>	<p>Use instruments to create animal word patterns, accompaniments to stories and songs</p>	<p>I can follow the shape of a melody when singing songs</p> <p>I can chant in time with a steady pulse</p> <p>I can clap and play the rhythm and pulse of a song</p> <p>I can create animal word patterns.</p>
<p>Medium term Planning Year One</p> <p>Term 6</p>	<p>Title / Context: Dinosaurs</p> <p>Element(s) Focus: Dynamics Tempo and Timbre</p> <p>Skill(s) Focus: Singing , listening, developing knowledge and understanding</p>	
<p>Learning Objectives</p> <p>To sing songs expressively, in different ways, and discuss their effect.</p> <p>To play instruments musically, marking the pulse and rhythm, and follow and create symbols</p> <p>To know how sounds can be used descriptively</p> <p>To know that music can describe an animal and its movement</p> <p>To know about sounds made by different sound sources</p> <p>To know how words can describe sounds</p> <p>To know how sounds can be changed</p> <p>To know that sounds can be combined and organized</p>	<p>Possible Activities</p> <p>The Dinosaur Dance</p> <p>https://www.youtube.com/watch?v=XqE-td6DOI</p> <p>You're a dinosaur and you know it</p> <p>Harry found a dinosaur</p> <p>A dinosaur came to visit you</p> <p>Listen to the Chorus of the Brontosaurus</p> <p>https://www.youtube.com/watch?v=AACQyL09CQc</p> <p>Sing-a-song-saurus from Sing up</p> <p>Horns and Fangs</p> <p>Five Enormous Dinosaurs</p>	<p>Learning Outcomes</p> <p>I can sing songs expressively, in different ways, and discuss their effect.</p> <p>I can play instruments musically, marking the pulse and rhythm, and follow and create symbols.</p> <p>I know how sounds can be used descriptively</p> <p>I know that music can describe an animal and its movement</p> <p>I know about sounds made by different sound sources</p> <p>I know how words can describe sounds</p> <p>I know how sounds can be changed</p>

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Performing - Singing

Performing-Playing

Improvising and experimenting and Composing

Listening, developing knowledge and understanding

<p>To listen and respond to short excerpts of music from a variety of styles and genres.</p> <p>To create a class and group composition using simple structures</p>	<p>I'd like to be a dinosaur (recording)</p> <p>Dinosaur song off British Council (Dinosaur 1 to 10)</p> <p>https://learnenglishkids.britishcouncil.org/songs/dinosaur-1-10</p> <p>Talk about all of the songs above in terms of the different sounds used</p> <p>Theme music to Jurassic Park (John Williams)</p> <p>https://www.youtube.com/watch?v=DBzlUUrFK-M</p> <p>Dinosaur stomp</p> <p>Make incidental music for dinosaur story - Harry and his bucketful of Dinosaurs</p>	<p>I know that sounds can be combined and organized</p> <p>I can listen and respond to short excerpts of music from a variety of styles and genres.</p> <p>To create a class and group composition using simple structures</p>
<p>Medium term Planning Year Two</p> <p>Term 1</p>	<p>Title / Context: Kings and Queens</p> <p>Element(s) Focus: Dynamics and Tempo Skill(s) Focus: Creating, Performing: Singing and Playing</p>	
<p>Learning Objectives</p> <p>To identify instruments and sounds.</p> <p>To talk about and devise symbols for high/low, fast/slow, long/short</p> <p>To play a variety of percussion instruments in different ways, following symbols</p> <p>To create a rhythm box using crotchets, quavers and rests.</p>	<p>Possible Activities</p> <p>Recap percussion instruments listed on blue board - how do we play them?</p> <p>Play the instruments in different ways using symbols that we have created.</p> <p>Rhythm Boxes - chose crotchet, quavers or rest and chose instruments</p>	<p>Learning Outcomes</p> <p>I can identify the sounds and names of different percussion instruments</p> <p>I can talk about and devise symbols for high/low, fast/slow, long/short</p> <p>I can play a variety of percussion instruments in different ways, following symbols</p> <p>To create a rhythm box using crotchets, quavers and rests.</p>

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Performing - Singing	Performing-Playing	Improvising and experimenting and Composing	Listening, developing knowledge and understanding
<p>To recognise and explore different sound sources by singing the same song in different ways - quickly, loudly etc.</p> <p>To discuss the effect of singing songs in different ways</p> <p>To explore and control instruments - combine rhythm and beat</p> <p>To tap the beat in a piece of music</p> <p>To add suitable sound effects to a rhyme about the Queen</p> <p>To use sounds expressively to illustrate a poem</p> <p>To clap the rhythm of a song and count with a steady pulse</p> <p>To recognize the sounds of most percussion instruments and their names</p> <p>To sing a variety of songs with more accuracy of pitch, sing the words clearly and breathe at the end of phrases</p> <p>Identify phrase through movement.</p>	<p>Hello, how are you?</p> <p>Grandma</p> <p>HELLO</p> <p>Alphabet Athletics</p> <p>National Anthem</p> <p>Sing Up:</p> <p>The King is in the Castle</p> <p>Sing a song of sixpence</p> <p>The Tree in the Wood</p> <p>The Grand Old Duke of York</p> <p>The Farmer in the Dell</p> <p>Play the rhythm and beat of the songs listed above</p> <p>Class Composition about the Queen</p> <p>Make up a poem and have sounds to accompany it</p> <p>Talk about our compositions and evaluate them</p>	<p>I can recognise and explore different sound sources by singing the same song in different ways - quickly, loudly etc.</p> <p>To discuss the effect of singing songs in different ways</p> <p>To explore and control instruments - combine rhythm and beat</p> <p>To tap the beat in a piece of music</p> <p>To add suitable sound effects to a rhyme about the Queen</p> <p>To use sounds expressively to illustrate a poem</p> <p>To clap the rhythm of a song and count with a steady pulse</p> <p>To recognize the sounds of most percussion instruments and their names</p> <p>To sing a variety of songs with more accuracy of pitch, sing the words clearly and breathe at the end of phrases</p> <p>Identify phrase through movement.</p>	
<p>Medium term Planning Year Two</p> <p>Term 3</p>	<p>Title / Context: Seaside</p> <p>Element(s) Focus: Dynamics Tempo and Timbre</p> <p>Skill(s) Focus: Singing and Listening and Understanding</p>		

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Improvising and experimenting and Composing

Listening, developing knowledge and understanding

Learning Objectives	Possible Activities	Learning Outcomes
<p>To sing songs about the seaside, sing the words in their head and try singing at different speeds. Mark musical phrase using body movement</p>	<p>Sing Up: The Bear went over the mountain Sailor went to sea Warm – up and Stomp canon When I was one I had some fun Oh I do like to be beside the seaside Yellow submarine I see seagulls British Council: Pirate Song Apusskidu Songs for Children: Apusski Dusky</p>	<p>I can sing songs about the seaside, sing the words in their head and try singing at different speeds. Mark musical phrase using body movement</p>
<p>To follow a simple accompaniment on the Xylophone or Glockenspiel using the beat of the tune</p>	<p>Apusski Dusky accompaniment on tone bars</p>	<p>I can follow a simple accompaniment on the Xylophone or Glockenspiel using the beat of the tune</p>
<p>To listen to sounds at the seaside</p>	<p>Listen to seaside sounds and look at pictures from the seaside</p>	<p>I can listen to sounds at the seaside</p>
<p>To know how sounds can be used descriptively and make various sound effects to describe selected/thematic words</p>	<p>Discuss how we can select words, sounds and instruments for seaside words and composition piece.</p>	<p>I know how sounds can be used descriptively and make various sound effects to describe selected/thematic words</p>
<p>To know about sounds made by different sound sources</p>	<p>Create patterns using seaside words</p>	<p>I know about sounds made by different sound sources</p>
<p>To know how words can describe sounds</p>	<p>Create a composition piece ‘Listen carefully, what can you hear?’ about sounds at the seaside, creating words and choosing instruments</p>	<p>I know how words can describe sounds</p>
<p>To know how sounds can be changed</p>	<p>Listen to music that describes the sea – Fingal’s cave</p>	<p>I know how sounds can be changed</p>
<p>To know that sounds can be combined and organized</p>		<p>I know that sounds can be combined and organized</p>
<p>To create word patterns using seaside wordsTo create a seaside composition using simple structures</p>		<p>I can create word patterns using seaside wordsTo create a seaside composition using simple structures</p>
<p>To order sounds and sequence them using symbols with support</p>		
<p>To listen to pieces of music that describe the sea and identify fast and slow parts, identify instruments and describe sounds heard</p>		

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Listening, developing knowledge and understanding

		<p>I can order sounds and sequence them using symbols with support</p> <p>I can listen to pieces of music that describe the sea and identify fast and slow parts, identify instruments and describe sounds heard</p>
<p>Medium term Planning Year Two</p> <p>Term 4</p>	<p>Title / Context: African Folk Songs</p> <p>Element(s) Focus: Rhythm</p> <p>Skill(s) Focus: Performing: Singing and Playing</p>	
<p>Learning Objectives</p> <p>Listen to traditional African folk songs</p> <p>Use instruments to re-create African songs and explore different rhythms.</p>	<p>Possible Activities</p> <p>http://www.folsommusic.com/african-folk-songs.html</p> <p>A Ram Sam Sam</p> <p>(A Pizza Hut)</p> <p>Che Che Koolay</p> <p>Ning Wendete</p> <p>https://www.youtube.com/watch?v=ISGeBGMkwzA</p> <p>Learn songs</p> <p>Explore rhythms through clapping</p> <p>Using drums and wooden agogos to play rhythms</p>	<p>Learning Outcomes</p> <p>I can listen to traditional African folk songs</p> <p>I can use instruments to recreate African songs and explore different rhythms</p>
<p>Medium term Planning Year Two</p> <p>Term 4</p>	<p>Title / Context: Sunrise to Sunset - A Musical Day</p> <p>Element(s) Focus: Timbre, texture and structure</p> <p>Skill(s) Focus: Singing and Listening, developing knowledge and understanding</p>	

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Learning Objectives	Possible Activities	Learning Outcomes
To sing words in their head and play singing games involving call and response	Morning	I can sing words in my head and play singing games involving call and response
To focus their listening and sing back phrases	Singing Walrus:	I can focus my listening and sing back phrases
To play pulse and rhythm of songs	Morning Song	I can play pulse and rhythm of songs
To recognize different sound sources	Sunrise sounds	I can recognize different sound sources
To explore different sound sources and communicate their own ideas	Morning by Grieg	I can explore different sound sources and communicate their own ideas
To express thoughts and feelings about music and respond in different ways	Playtime	I can express thoughts and feelings about music and respond in different ways
	Skipping Rhymes:	
	Birthday Plum	
	Tiny tim	
	Tea time	
	Teatime Shout	
	A Plate of Potatoes	
	Bedtime	
	When I go to bed	
	Bedtime Sounds	
	For all sessions	
	Accompany songs on instruments	

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	Sing parts of each song in their head	
Medium term Planning Year Two Term 5	Title / Context: Performance Poetry Element(s) Focus: Pitch and Structure Skill(s) Focus: Performing: Singing and Playing, Improvising, experimenting and composing	
Learning Objectives To use their voices expressively by speaking chants and rhymes. To use voices and instruments to create sound effects. To add suitable and effective sound effects to a poem, give it a title and experiment to improve the intended effect To listen with increased concentration to good examples of performance poetry To recognize the sounds of most percussion instruments and their names	Possible Activities Poetry Playtime Cbeebies Time for Lunch and You can't see me by Michael Rosen Zim, zam, zoom by James Carter I opened a book by Julia Donaldson A Circle of Sun by Jane Yolen and Andrew Fusek Peters Don't call alligator long-mouth til you crossed river by John Agard Miss Mary Mack by Mary Ann Hobermann Create sound effects for the poems where appropriate Listen to poems Revise names and sounds of percussion instruments by grouping, identifying the sound without seeing the instrument.	Learning Outcomes I can use my voice expressively by speaking chants and rhymes. I can use my voice and instruments to create sound effects I can add suitable and effective sound effects to a poem I can listen with increased concentration I can recognize the sounds of most percussion instruments and their names
Medium term Planning Year Two Term 6	Title / Context: Space Element(s) Focus: Dynamics, Tempo and Timbre Skill(s) Focus: Performing and controlling, creating, listening and understanding	
Learning Objectives To sing songs expressively, in different ways, and discuss their effect.	Possible Activities Songs We are the planets https://www.yout-ube.com/watch?v=yGSbf5GUW08	Learning Outcomes I can sing songs expressively, in different ways, and discuss their effect.

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<p>To play instruments musically, marking the pulse and rhythm, and follow and create symbols.</p> <p>To know how sounds can be used descriptively</p> <p>To know that music can describe an animal and its movement</p> <p>To know about sounds made by different sound sources</p> <p>To know how words can describe sounds</p> <p>To know how sounds can be changed</p> <p>To know that sounds can be combined and organized</p> <p>To create a class and group composition using simple structures</p> <p>To listen and respond to short excerpts of music from a variety of styles and genres.</p>	<p>Solar System Song - u tube</p> <p>https://www.youtube.com/watch?app=desktop&v=F2prtmPEjOc</p> <p>Zoom, zoom, zoom, we're going to the Moon</p> <p>https://www.youtube.com/watch?v=8oe6UzVs7_Y</p> <p>Put on your space suit (an acting out chant)</p> <p>Five little men in a flying saucer</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-school-songs-5-little-men-in-a-flying-saucer/zmm4gwx</p> <p>Rocket into Space</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-school-songs-eyfs-ks1-rocket-into-space/zfdfy9q</p> <p>Alien Shuffle - Sing up</p> <p>Clapping on the beat games and warm-ups</p> <p>Listen to extracts from The Planets Suite by Holst</p> <p>Mars introduced by Dick and Dom</p> <p>https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqLzk1x/mars-from-the-planets-by-gustav-holst</p> <p>Powerpoint about the Planets</p>	<p>I can play instruments musically, marking the pulse and rhythm, and follow and create symbols.</p> <p>I know how sounds can be used descriptively</p> <p>I know that music can describe an animal and its movement</p> <p>I know about sounds made by different sound sources</p> <p>I know how words can describe sounds</p> <p>I know how sounds can be changed</p> <p>I know that sounds can be combined and organized</p> <p>I can create a class and group composition using simple structures</p> <p>I can listen and respond to short excerpts of music from a variety of styles and genres.</p>
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	<p>https://www.youtube.com/watch?v=AGGL1wexQk</p> <p>https://www.youtube.com/watch?v=PyBkzZoMYN4</p> <p>Whatever Next or Aliens love underpants - create sound effects for this story</p> <p>Compose music for a rocket taking off with countdown, blast off and rocket going off, slow music for walking on the moon</p> <p>Film music: Star wars, ET and Close Encounters of the third kind</p>	
<p>Medium term Planning Year THREE Term 1 and 2</p>	<p>Title / Context: Carnival of the Animals Element(s) Focus: Texture and Timbre Skill(s) Focus: Listening and Understanding</p>	
<p>Learning Objectives</p> <p>To recognize how the different musical elements are combined and used expressively</p> <p>To explain how sounds can create different intended effects</p> <p>To listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>To analyze and compare different sound qualities (TIMBRE)</p> <p>To explore and explain their own ideas and feelings about music using musical vocabulary</p>	<p>Possible Activities</p> <ol style="list-style-type: none"> 1. Discuss the range of instruments used in the whole piece and explore what they sound like on active inspire 2. Use Musical elements powerpoint to recap how to listen to a piece of music 3. What is texture? https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z9ffng8 4. Use powerpoint and this link to introduce the children to three animals per week. Display instruments used in the whole piece so that when children listen to this piece they can identify the instruments. Use Guess the Animal worksheet. Discuss 	<p>Learning Outcomes</p> <p>I can recognize how the different musical elements are combined and used expressively</p> <p>I can explain how sounds can create different intended effects</p> <p>I can listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>I can analyze and compare different sound qualities (TIMBRE)</p>

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<p>To develop an understanding of a wide range of recorded music from different styles and genres from a variety of composers</p>	<p>repetition and recall these sounds both descriptively and vocally. Give children three questions to focus their listening.</p> <p>https://www.youtube.com/watch?v=1L993HNAa8M</p> <p>5. Exploring Pitch in Carnival of the Animals</p> <p>Recap what is meant by pitch and melody</p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99cj6</p> <p>Use powerpoint to explore pitch in Carnival of the Animals, but omit composition activity.</p> <p>6. Recap the whole piece and tick off the instruments you hear using Guess the Animal tick sheet</p>	<p>I can explore and explain their own ideas and feelings about music using musical vocabulary</p> <p>I can develop an understanding of a wide range of recorded music from different styles and genres from a variety of composers</p>
<p>Medium term Planning Year 3</p> <p>Term 3</p>	<p>Title / Context: African Music Element(s) Focus: Structure, tempo and Rhythm Skill(s) Focus: Singing and Playing</p>	
<p>Learning Objectives</p> <p>To play singing and clapping games</p> <p>To move to the music in time and purposefully</p> <p>To sing in unison and in parts, using voices to create and control sounds</p> <p>To create and control sounds on instruments</p>	<p>Possible Activities</p> <p>Switch 1 and Boom Chicka Boom, Lickety Split</p> <p>Ah Keelie</p> <p>Africa! (Song)</p> <p>Si, si, si (Congolese greeting song) with movement and sing two different parts together</p> <p>Dipidu song and circle dance</p>	<p>Learning Outcomes</p> <p>I can play singing and clapping games</p> <p>I can move to the music in time and purposefully</p> <p>I can sing in unison and in parts, using voices to create and control sounds</p> <p>I can create and control sounds on instruments</p>

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<p>To maintain own part with awareness of how the different parts fit together to achieve an overall effect.</p> <p>To record the rhythm of dipidu on a rhythm square</p>	<p>Anansi and the Moss covered Rock</p> <p>Call and Response Activity (Twinkl)</p> <p>Write down rhythm for dipidu on rhythm square.</p>	<p>I can maintain own part with awareness of how the different parts fit together to achieve an overall effect.</p> <p>I can record the rhythm of dipidu on a rhythm square</p>
<p>Medium term Planning</p> <p>Year Three</p> <p>Term 5</p>	<p>Title / Context: Egyptian Music</p> <p>Element(s) Focus: Structure, tempo and Duration</p> <p>Skill(s) Focus: Creating, listening and understanding</p>	
<p>Learning Objectives</p> <p>To learn a variety of songs about Egyptians and use voices to create and control sounds</p> <p>To learn about why Music was important for Egyptians</p> <p>To learn about instruments used and gods of music</p> <p>To listen and develop an understanding of traditional Egyptian music</p>	<p>Possible Activities</p> <p>Active inspire on Egyptian music with examples on u tube</p> <p>Walk like an Egyptian - dance and song - chords</p> <p>Tutankamen song (sing up)</p> <p>Horrible Histories Cleopatra song</p> <p>Listen to traditional Egyptian music</p>	<p>Learning Outcomes</p> <p>I can dance, sing and play an accompaniment for songs about Egyptians</p> <p>I can name a selection of Egyptian instruments and Gods of music.</p> <p>I can identify a reason why music was important for Egyptians.</p>
<p>Medium term Planning Year Three</p> <p>Terms 6</p>	<p>Title / Context: Recorders</p> <p>Element(s) Focus: Duration and Tempo</p> <p>Skill(s) Focus: Playing</p>	
<p>Learning Objectives</p> <p>To play singing games and clapping games</p> <p>To keep in time with a steady pulse when playing instruments</p> <p>To perform a repeated pattern to a steady pulse</p>	<p>Possible Activities</p> <p>Lickety Split</p> <p>Hey my name is Jo</p>	<p>Learning Outcomes</p> <p>I can play singing games and clapping games</p>

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<p>To play new pieces by ear and from simple notations Internalise short melodies and play these on pitched instruments</p> <p>To learn how to read the notes BAG and E</p> <p>To learn and recognize note values</p>	<p>Recorder Magic Book Three</p>	<p>I can keep in time with a steady pulse when playing instruments.</p> <p>I can perform a repeated pattern to a steady pulse</p> <p>I can play new pieces by ear and from simple notations</p> <p>I can internalise short melodies and play these on pitched instruments</p> <p>I can read the notes BAG and E</p> <p>I can learn and recognize note values</p>
<p>Medium term Planning</p> <p>Year Four</p> <p>Term 1</p>	<p>Title / Context: Tudor Music Element(s) Focus: Structure, pitch, tempo Skill(s) Focus: Listening and understanding, Creating</p>	
<p>Learning Objectives</p> <p>To sing words/phrases of a song in their heads. (thinking Voice)</p> <p>To sing in a group with an awareness of pitch</p> <p>To name some Tudor instruments and discuss their modern counterparts</p> <p>To develop an understanding of the history of music, and where Tudor music features in a timeline</p>	<p>Songs from sing up:</p> <p>Henry's Happy hour</p> <p>Divorced, Beheaded, Died</p> <p>Tudor Active Inspire: Learn about different Tudor Instruments and traditional music</p> <p>Listen and watch tudor songs from Horrible Histories</p> <p>Tudor Fanfare Powerpoint: Children compose a fanfare - they could use words to help them choose note lengths.</p>	<p>Learning Objectives</p> <p>I can sing words/phrases of a song in their heads. (thinking Voice)</p> <p>I can sing in a group with an awareness of pitch</p> <p>I can name some Tudor instruments and discuss their modern counterparts</p>

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<p>To understand standard musical notation (note values and treble clef notes EGBDF and FACE)</p> <p>To create music which reflects given intentions and uses notations as support in performance</p> <p>To choose, organize and record musical ideas within the musical structure of a fanfare.</p>		<p>I can develop an understanding of the history of music, and where Tudor music features in a timeline</p> <p>I can understand standard musical notation (note values and treble clef notes EGBDF and FACE)</p> <p>I can create music which reflects given intentions and uses notations as support in performance</p> <p>I can choose, organize and record musical ideas within the musical structure of a fanfare.</p>
<p>Medium term Planning Year four</p> <p>Term 2</p>	<p>Title / Context: Scales and Intervals Element(s) Focus: Structure and Pitch Skill(s) Focus: Listening and Understanding, Playing</p>	
<p>Learning Objectives</p> <p>To play different intervals on tuned percussion</p> <p>To learn that melodies are made of intervals that are steps or leaps and repeated notes</p> <p>To learn about structure of melodies</p> <p>To learn about melodies based on scales</p> <p>To explore melodic phrases</p>	<p>Possible Activities</p> <p>Play intervals on tuned percussion</p> <p>Simple Melodies - learn about leaps and how to play them.</p> <p>Simple Melody - notice difference between major and minor</p> <p>Create your own simple melody</p> <p>Do-re-mi (in two parts) with accompaniment</p> <p>Kodaly signs</p>	<p>Learning Outcomes</p> <p>I can play different intervals on tuned percussion</p> <p>I can identify, by ear, the steps, leaps and repeated notes in a melody</p> <p>I can identify melodic phrases and play them by ear</p> <p>I can identify scale passages in a melody</p>

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<p>To compose a piece of music with a recognizable structure (beginning, middle and end)</p> <p>To sing melodies that fit together</p> <p>To sing a two part round</p> <p>To use instruments to accompany songs</p>	<p>Twinkle twinkle little star using Kodaly signs</p>	<p>I can compose a piece of music with a recognizable structure</p> <p>I can create a melody from a set of intervals</p> <p>I can sing a song with two different melodies and a melodic ostinato accompaniment</p> <p>I can sing a two part round</p> <p>I can use instruments to accompany a song</p>
<p>Medium term Planning Year four</p> <p>Term 3</p>	<p>Title / Context: Animal Consequences</p> <p>Element(s) Focus: Combining Musical Elements</p> <p>Skill(s) Focus: Creating</p>	
<p>To recognize how musical elements are used and combined to describe different animals</p> <p>To explore and choose different movements to describe animals</p> <p>To create sequences of sounds in response to the movements and sequences of movements in response to sounds</p> <p>To combine narration, sounds and movement to describe a chosen animal</p> <p>To create descriptive music in pairs or small groups.</p>	<p>Possible Activities</p> <p>Animal consequences</p> <p>Animal presentations</p> <p>Cat song - learn and change lyrics</p> <p>Revise note values</p> <p>Practise recognizing and writing treble clef notes</p>	<p>Learning Outcomes</p> <p>I can recognize how musical elements are used and combined to describe different animals</p> <p>I can explore and choose different movements to describe animals</p> <p>I can create sequences of sounds in response to the movements and sequences of movements in response to sounds</p> <p>I can combine narration, sounds and movement to describe a chosen animal</p>

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<p>To create lyrics to a song using the information gathered about my make believe animal.</p> <p>To look at number of syllables and check that the words fit into the chosen song.</p> <p>To recognize treble clef notes and write them</p>		<p>I can create descriptive music in pairs or small groups.</p> <p>I can create lyrics to a song using the information gathered about my make believe animal.</p> <p>I can look at number of syllables and check that the words fit into the chosen song.</p> <p>I can recognize treble clef notes and write them</p>
<p>Medium term Planning Year FOUR</p> <p>Term 4</p>	<p>Title / Context: Peter and the Wolf Element(s) Focus: Pitch and Timbre Skill(s) Focus: Listening and Understanding</p>	
<p>Learning Objectives</p> <p>To recognize how the different musical elements are combined and used expressively</p> <p>To explain how sounds can create different intended effects</p> <p>To listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>To analyze and compare different sound qualities (TIMBRE)</p> <p>To explore and explain their own ideas and feelings about music using musical vocabulary</p>	<p>Possible Activities</p> <ol style="list-style-type: none"> 1. Discuss the range of instruments used in the whole piece and explore what they sound like on active inspire 2. Use Musical elements powerpoint to recap how to listen to a piece of music 3. What is texture? https://www.bbc.co.uk/bitesize/topics/zcbkjc6/articles/z9ffng8 4. Listen to one version of Peter and the Wolf. Display instruments used in the whole piece so that when children listen to this piece they can identify the instruments. Use worksheet. Discuss repetition and recall these sounds both descriptively and vocally. Give children questions to focus their listening. 	<p>Learning Outcomes</p> <p>I can recognize how the different musical elements are combined and used expressively</p> <p>I can explain how sounds can create different intended effects</p> <p>I can listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>I can analyze and compare different sound qualities (TIMBRE)</p> <p>I can explore and explain their own ideas and feelings about music using musical vocabulary</p>

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<p>To develop an understanding of a wide range of recorded music from different styles and genres from a variety of composers</p>	<p>https://www.youtube.com/watch?v=CZX_fuAcS58</p> <p>5. Recap what is meant by pitch and melody</p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99c</p> <p>Explore pitch in Peter and the Wolf</p> <p>6. Watch a different version of Peter and the Wolf and compare it in terms of use of enjoyment, audience and presentation.</p> <p>https://www.youtube.com/watch?v=6fBjh42PQdk</p>	<p>I can develop an understanding of a wide range of recorded music from different styles and genres from a variety of composers</p>
<p>Medium term Planning Year four</p> <p>Term 5 (short topic)</p>	<p>Title / Context: Romans</p> <p>Element(s) Focus: Rhythm and Pitch</p> <p>Skill(s) Focus: Performing, understanding and listening</p>	
<p>Learning Objectives</p> <p>To sing songs about the Romans with expression, confidently and fluently, and make improvements to the singing</p> <p>To learn about different Roman instruments and develop an understanding of different music traditions</p> <p>To listen to ancient Roman music and describe it in musical terms</p>	<p>Possible Activities</p> <p>Horrible Histories Roman Emperor Song</p> <p>Sing up:</p> <p>Just like a Roman</p> <p>U tube ancient roman music</p> <p>Powerpoint on Ancient Roman Music</p>	<p>Learning Outcomes</p> <p>I can use expression and improve my singing</p> <p>I can sing in tune in a group and show an awareness of the other performers, and swap between rap and singing</p> <p>I can name three Roman musical instruments</p> <p>I can describe the music I have listened to in terms of the musical elements</p>
<p>Medium term Planning Year four</p> <p>Term 6</p>	<p>Title / Context: Exploring Signals</p> <p>Element(s) Focus: Pitch and Rhythm</p> <p>Skill(s) Focus: Listening, Creating and Playing</p>	

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Learning Objectives	Possible Activities	Learning Outcomes
<p>To keep in time with a steady pulse when playing instruments</p> <p>To maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> <p>To rehearse together and suggest improvements</p> <p>To listen and respond to a piece of music that uses Morse Code</p> <p>To learn a song and play an accompaniment for it</p> <p>To identify and control different ways instruments make sounds</p> <p>To create own music using Morse Code</p> <p>To explore, choose, organize and record musical ideas within musical structures</p> <p>To use and understand staff notations and note values</p> <p>To identify rhythmic patterns and repetitions</p>	<p>Melodic signals - listen, work out melody and play them on Glockenspiels and Xylophones</p> <p>All change signal game</p> <p>Inspector Morse - use of Morse Code in Music</p> <p>Inspector Morse Theme Tune by Barrington Pheloung</p> <p>The Signal Song - learn rhythm of Morse Code and tune on Glockenspiels and Xylophones</p> <p>Work out your own name using Morse Code and say it using dits and dahs</p> <p>Create own song using your name in Morse Code</p> <p>Revise note values</p> <p>Practise recognizing and writing treble clef notes - rewrite The Signal Song tune using notation</p>	<p>I can keep in time with a steady pulse when playing instruments</p> <p>I can maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> <p>I can rehearse together and suggest improvements</p> <p>I can identify and control different ways instruments make sounds</p> <p>I can listen and respond to a piece of music that uses Morse Code</p> <p>To learn a song and play an accompaniment for it</p> <p>I can create own music using Morse Code</p> <p>I can explore, choose, organize and record musical ideas within musical structures</p> <p>I can use and understand staff notations and note values</p> <p>I can identify rhythmic patterns and repetitions</p>
<p>Medium term Planning Year five</p>	<p>Title / Context: Journey into Space (year 5) Element(s) Focus: Timbre and Texture</p>	

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<p>Term 1 and 2</p>	<p>Skill(s) Focus: Listening, developing knowledge, Improvising, experimenting and composing</p>	
<p>Learning Objectives</p> <p>To control breathing, posture and sound projection To sing and play with increased control, expression, fluency and confidence To create different vocal effects when singing and rapping To perform significant parts from memory and from notations - when performing To know that sounds can be contrasted by changing speed To know about different textures To know that pitched sounds when combined can sound relaxed (concord) or tense (discord) To identify how music reflects different intentions To know how to select sounds and resources to achieve intended effects To select sounds and resources to achieve intended effects and improve performance through listening, internalising and analyzing</p> <p>To develop musical imagination through experimenting, improvising and adapting sounds To improvise and develop rhythmic and melodic material within given structures</p>	<p>Possible Activities</p> <p>Billy the Kid</p> <p>Atmospheres</p> <p>Play sound clusters on suitable instruments</p> <p>Space Oddity (David Bowie)</p> <p>The Apollo 11 Moon landing</p> <p>Space Composition</p> <p>2simple (2compose to explore combining sounds and creating clusters)</p>	<p>Learning Outcomes</p> <p>I can control breathing, posture and sound projection I can sing and play with increased control, expression, fluency and confidence I can create different vocal effects when singing and rapping I can perform significant parts from memory and from notations when performing I know that sounds can be contrasted by changing speed I know about different textures I know that pitched sounds when combined I can sound relaxed (concord) or tense (discord) I know how to select sounds and resources to achieve intended effects I can select sounds and resources to achieve intended effects and improve performance through listening, internalising and analyzing I can identify how music reflects different intentions I can develop musical imagination through experimenting, improvising and adapting sounds I can improvise and develop rhythmic and melodic material within given structures - when performing</p>
<p>Medium term Planning Year Five</p> <p>Term 3</p>	<p>Title / Context: The Vikings</p> <p>Element(s) Focus: Rhythm and Pitch</p>	

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	Skill(s) Focus: Listening and understanding, singing	
<p>Learning Objectives</p> <p>To learn about rhythmic patterns and use semi-quavers and rests</p> <p>To learn how rhythmic patterns can be described through notation</p> <p>To know that repeated patterns are often used in music and understand and identify musical features such as drone and ostinati</p> <p>To know about a variety of styles of music and instruments played in the Viking Era, showing an increased understanding how time and place can influence the way music is created, performed and heard</p> <p>To sing songs about the Vikings with expression, using their thinking voice and using clear diction and a sense of phrase</p> <p>To create a graphic score and record rhythms</p>	<p>Possible Activities</p> <p>Active inspire note book on Viking music</p> <p>Rhythmic patterns and recording them using standard notation - Active Inspire</p> <p>Horrible Histories - The Viking Song</p> <p>Sing Up -</p> <p>Viking Rock</p> <p>Viking Saga Songs on BBC Radio website</p> <p>http://www.bbc.co.uk/schoolradio/subjects/music/vikings</p> <p>I dreamed a dream - ancient piece of Viking Music</p> <p>Play tune on instruments</p> <p>Create your own graphic score using characters from the Viking Sagas</p>	<p>Learning Outcomes</p> <p>I can learn about rhythmic patterns</p> <p>I can learn how rhythmic patterns can be described through notation</p> <p>I know that repeated patterns are often used in music</p> <p>I can name three instruments played in the Viking Era</p> <p>I can sing songs about the Vikings using their thinking voice and using clear diction and a sense of phrase</p> <p>I can create a graphic score and record rhythmic patterns.</p>
<p>Medium term Planning Year Five</p> <p>Term 4</p>	<p>Title / Context: Glocks and Xylos</p> <p>Element(s) Focus: Rhythm and Pitch</p> <p>Skill(s) Focus: Performing - Playing</p>	
Learning Objectives	Possible Activities	Learning Outcomes

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<p>To play and perform in solo and ensemble contexts, playing a Glockenspiel or a Xylophone</p> <p>To use and understand staff notation on the treble clef, reading notes relevant to the pieces being learnt.</p> <p>To play a Xylophone or Glockenspiel with increasing confidence and fluency.</p>	<p>Ostinato accompaniments (Tune for more able)</p> <p>London's burning P19</p> <p>Frere Jacques P20</p> <p>Row, row, row the boat P21</p> <p>A Sailor went to Sea P22</p> <p>My Bonnie P29</p> <p>When the Saints</p>	<p>I can play and perform in solo and ensemble contexts, playing a Glockenspiel or a Xylophone</p> <p>I can use and understand staff notation on the treble clef, reading notes relevant to the pieces being learnt.</p> <p>I can play a Xylophone or Glockenspiel with increasing confidence and fluency.</p>
<p>Medium term Planning Year Five</p> <p>Term 5/6</p>	<p>Title / Context: African Drumming</p> <p>Element(s) Focus: Rhythm and Pulse(Duration)</p> <p>Skill(s) Focus: Performing, listening and understanding</p>	
<p>Learning Objectives</p> <p>To identify how music reflects time and place</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand music drawn from traditional African drumming, naming different types of instruments used</p> <p>To sing a call and response African greeting</p> <p>To create patterns from speech</p> <p>To perform a particular cyclic pattern relating to African Drumming</p>	<p>Possible Activities</p> <p>Learn about how drums were originally used and what for</p> <p>Look at different African percussion instruments and what they are used for</p> <p>Learn about the Djembe drum in more detail</p> <p>Call and response African greetings</p> <p>Create patterns from speech</p> <p>Learn the djun djun cyclic pattern</p> <p>Learn the Cue</p>	<p>Learning Outcomes</p> <p>I can identify how music reflects time and place</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand music drawn from traditional African drumming, naming different types of instruments used</p> <p>I can sing a call and response African greeting</p> <p>I can create patterns from speech</p> <p>I can perform a particular cyclic pattern relating to African Drumming</p>

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<p>To play instruments with control and rhythmic accuracy</p> <p>To perform parts from memory</p> <p>To explore textures and relationships between sounds</p> <p>To create new rhythms</p> <p>To rehearse and refine their work and perform to a younger year group</p>	<p>Use word patterns to generate new rhythms for cyclic patterns</p> <p>Plan, rehearse and appraise African drumming performance</p>	<p>I can play instruments with control and rhythmic accuracy</p> <p>I can perform parts from memory</p> <p>I can explore textures and relationships between sounds</p> <p>I can create new rhythms</p> <p>I can rehearse and refine their work and perform to a younger year group</p>	
<p>Medium term Planning Year Six</p> <p>Term 1</p>	<p>Title / Context: Loop to the Future</p> <p>Element(s) Focus: Timbre and Texture</p> <p>Skill(s) Focus: listening and understanding, creating, performing and controlling</p>		
<p>Learning Objectives</p> <p>To sing with increasing control of pitch, control, expressions, fluency and confidence</p> <p>To maintain their own part when singing songs in parts.</p> <p>To sing songs written in different metres - tap the pulse on the strong beats</p> <p>To analyse and comment on the effectiveness of how sounds and lyrics are used to create different moods.</p> <p>To identify and explore musical device, such as alliteration and repeating sounds.</p> <p>To rehearse with others and help achieve a high quality performance</p>	<p>Possible Activities</p> <p>Honk, honk (Singing Sherlock)</p> <p>Listen to Loopy weather and discuss how the phrases are ordered</p> <p>Perform Loopy Weather</p> <p>Exploring Loops - what is a loop</p> <p>Processed Weather/Loopy percussion - learn an accompaniment on percussion instruments</p> <p>Create spoken phrases on a chosen theme, arrange them in a particular order and perform them.</p>	<p>Learning Outcomes</p> <p>I can sing with increasing control of pitch, control, expressions, fluency and confidence</p> <p>I can maintain my own part when singing songs in parts.</p> <p>I can sing songs written in different metres - tap the pulse on the strong beats</p> <p>I can analyse and comment on the effectiveness of how sounds and lyrics are used to create different moods.</p> <p>I can identify and explore musical device, such as alliteration and repeating sounds.</p> <p>I can rehearse with others and help achieve a high quality performance</p>	

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<p>To demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>To subdivide the pulse keeping to a steady beat.</p> <p>To rehearse with others and help achieve a high quality performance</p> <p>To explore different textures of untuned sounds</p> <p>To recognise combinations of pitched sounds</p> <p>To compose music for different occasions, devising rhythmic, melodic and harmonic accompaniments, and using appropriate musical features and devices (melody, rhythms, chords and structures)</p> <p>To use graphic and traditional notation to develop a deeper understanding of shape/form of melodies</p> <p>To rehearse with others and help achieve a high quality performance</p>	<p>Electronic sounds - Listen to Chariots of Fire and Alpha</p> <p>Play the tune from Alpha</p> <p>Sounds of the future composition</p> <p>Perform and record on Audacity</p>	<p>I can demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>I can subdivide the pulse keeping to a steady beat.</p> <p>I can explore different textures of untuned sounds</p> <p>I can recognise combinations of pitched sounds</p> <p>I can compose music for different occasions, devising rhythmic, melodic and harmonic accompaniments, and using appropriate musical features and devices (melody, rhythms, chords and structures)</p> <p>I can use graphic and traditional notation to develop a deeper understanding of shape/form of melodies</p> <p>I can rehearse with others and help achieve a high quality performance</p>	
<p>Medium term Planning Year Six</p> <p>Term 2</p>	<p>Title / Context: Cyclic Patterns</p> <p>Element(s) Focus: Pitch, Rhythm and Pulse (Duration)</p> <p>Skill(s) Focus: Performing- Playing, listening and understanding</p>		
<p>Learning Objectives</p> <p>To listen and describe cyclic patterns</p> <p>To continue to develop knowledge and understanding of notation</p> <p>To play instruments with control and rhythmic accuracy</p> <p>To perform with an awareness of audience and occasion</p> <p>To play from pitched notation</p>	<p>Possible Activities</p> <p>Listen to different examples of cyclic patterns</p> <p>Revise treble clef notes using rhymes to help.</p> <p>Winds on the Mountain - learn cyclic pattern</p> <p>Bendrong cyclic patterns - learn by ear and then record using notation</p>	<p>Learning Outcomes</p> <p>I can listen to and describe cyclic patterns</p> <p>I can improve my ability to read treble clef notes</p> <p>I can play instruments with control and rhythmic accuracy</p> <p>I can perform with an awareness of audience and occasion</p>	

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<p>To improve performance through listening, internalizing and analyzing.</p> <p>To appreciate and understand the type of music and instruments used in Gamelan music</p> <p>To describe, compare and understand Gamelan music</p>	<p>Active inspire Introduction to Gamelan music and instruments</p>	<p>I can play from pitched notation</p> <p>I can appreciate and understand the type of music and instruments used in Gamelan music</p> <p>I can improve performance through listening, internalizing and analyzing.</p> <p>I can describe, compare and understand Gamelan music</p>
<p>Medium term Planning Year 6</p> <p>Term 3</p>	<p>Title / Context: Victorian Britain</p> <p>Element(s) Focus: Structure and Pitch</p> <p>Skill(s) Focus: Listening, developing knowledge and understanding and improvising, experimenting and composing</p>	
<p>Learning Objectives</p> <p>Sing and play as part of a group and develop vocal confidence</p> <p>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</p> <p>Identify how music reflects different intentions, time and place</p> <p>Describe, compare and evaluate different kinds of music</p> <p>To learn about the Romantic period of music.</p>	<p>Possible Activities</p> <p>Learn songs from the Victorian era - hymns (e.g. All things bright and beautiful), Gilbert and Sullivan, Musical Hall</p> <p>Street Cries - watch and listen to section from Oliver Twist</p> <p>Learn about Victorian Hymns, Music Hall, the Romantic Era of Music (and famous composers from that era)</p> <p>Gilbert and Sullivan -learn about origins and background and learn a song from Pirates of Penzance</p>	<p>Learning Outcomes</p> <p>I can sing and play as part of a group</p> <p>I can sing songs from the Victorian Era</p> <p>I can identify where the Romantic period fits within musical history.</p> <p>I can give examples of specific features of music from the Romantic period.</p> <p>I can name composers from the Romantic period and give facts about their lives.</p> <p>Develop skills in using tuned percussion</p>

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<p>To learn about famous composers from this era.</p> <p>Develop skills in using tuned percussion</p> <p>Improve performance through listening, internalizing and analyzing</p> <p>Create own street cry using examples as inspiration, exploring different combinations of sound</p> <p>Record and perform street cry, playing instruments with control and rhythmic accuracy</p>	<p>Create and perform a Victorian Street cry</p>	<p>Improve performance through listening, internalizing and analyzing</p> <p>Create own street cry using examples as inspiration, exploring different combinations of sound</p> <p>Record and perform street cry, playing instruments with control and rhythmic accuracy</p>
<p>Medium term Planning Year Six</p> <p>Term 4</p>	<p>Title / Context: Jazz, Blues and Folk</p> <p>Element(s) Focus: Timbre and Pitch</p> <p>Skill(s) Focus: Performing, creating, listening and Understanding</p>	
<p>Learning Objectives</p> <p>To understand how melody reflects the lyrics</p> <p>To understand what is meant by the term lyrics and how they can reflect the time and place in which they were written</p> <p>To understand how musical structures are used in songs</p> <p>To listen and recognize different styles of Jazz and blues music.</p> <p>To develop a broad understanding of a wide range of live and recorded music from different artists, styles, genres and traditions.</p> <p>To learn a jazz song, incorporating different styles in jazz</p> <p>To create a new ostinato for I wanna sing scat</p> <p>To play and perform and sing I wanna sing scat.</p>	<p>Possible Activities</p> <p>Learn about Jazz Music history</p> <p>Folk songs - The Blue Bell of Scotland</p> <p>Danny Boy</p> <p>Hard times blues</p> <p>Contemporary - Seasick Steve, Adele, Amy Winehouse, Duffy</p> <p>BB King, Buddy Guy,</p> <p>I wanna sing scat</p>	<p>Learning Outcomes</p> <p>I understand how melody reflects the lyrics</p> <p>I understand what is meant by the term lyrics and how they can reflect the time and place in which they were written</p> <p>I understand how musical structures are used in songs</p> <p>I can listen and recognize different styles of Jazz and blues music.</p> <p>I can develop a broad understanding of a wide range of live and recorded music from different artists, styles, genres and traditions.</p> <p>I can learn a jazz song, incorporating different styles in jazz</p> <p>I can create a new ostinato for I wanna sing scat</p> <p>I can play and perform and sing I wanna sing scat.</p>

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<p>To play as simple chords in sequence</p> <p>To improvise on the blues scale</p> <p>To create a melody using the blues scale</p> <p>To perform the melody alongside the blues chord sequence</p>	<p>Create ostinato parts</p> <p>Perform song with ostinato parts</p> <p>Blues chord sequence</p> <p>Blues improvisations</p> <p>Melody for a blues song</p> <p>Performance</p>	<p>I can play as simple chords in sequence</p> <p>I can improvise on the blues scale</p> <p>I can create a melody using the blues scale</p> <p>I can perform the melody alongside the blues chord sequence</p>
<p>Medium term Planning Year Six</p> <p>Term 5/6</p>	<p>Title / Context: Through the Decades 1920s to 1990s</p> <p>Element(s) Focus: pitch, dynamics and structure</p> <p>Skill(s) Focus: Singing, Listening, developing knowledge and understanding.</p>	
<p>Learning Objectives</p> <p>To sing with increasing accuracy, fluency, control and expression</p> <p>To maintain their own part when singing songs in two parts</p> <p>To listen and develop an understanding of different styles of music from the different decades</p> <p>To develop an understanding of the history of music</p>	<p>Possible Activities</p> <p>Learn to sing songs from each decade</p> <p>1920s and 1930s -</p> <p>Hey Mr Miller - sing song in parts</p> <p>1940s and 1950s -</p> <p>Rock around the Clock</p> <p>1960s and 1970s</p> <p>Two Beatles songs and two Queen songs</p> <p>1980s and 1990s</p> <p>Eye of the Tiger and Relight my fire</p>	<p>Learning Outcomes</p> <p>I can sing songs from the 1920s to 1990s using expression and correct pitching</p> <p>I can name a type of music or band that was popular in a particular decade</p>

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	<p>Listen and learn about a variety of music styles from the different decades</p> <p>Answer quizzes on the different decades</p>	
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