
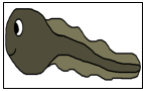
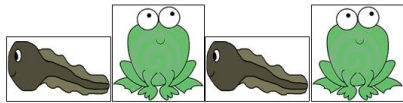





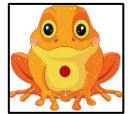


Music Curriculum Map







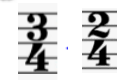

	Year 1	Year 2	Year 3 & Year 4	Year 3 & Year 4	Year 5	Year 6
Vocals and Singing	In unison	In two parts	In tune	Pronunciation and control	Vocal ranges	Reflecting meaning and occasion
Elements of Music	Beat	Melody	Duration	Harmony	Legato & staccato	Use the elements to create effects & emotions
Instruments	Pitch	Tempo	Timbre	Phrasing	The Orchestra	Syncopation pattern
Composers & specific pieces of music / Music can tell a story	Classroom percussion	The Orchestra	String Family	Brass Family		
	Trumpet, flute, violin, drum		Percussion family	Woodwind Family		
Notation	Saint-Saens	The Ballet	Zimmer	Britten	Reich	Music to evoke emotion
	Holst	Peter and the Wolf	Vivaldi	Florence Price	Mozart	Classic music used in pop
		The Opera	Miller & the big band sound		Holst	Folk music
			Music from around the world			
Composing	Crochet	Minims	Stave & bar	P PP	MP MF	Flats & sharps
	Pair of quavers	Semibreve	Treble clef	F FF	Dotted quaver	Key signatures
			Rests	Semiquavers	Notes on a stave	DC
Manipulating Sounds			Time signatures		Bass clef	
	Ordering sounds	Choosing sounds carefully	Composing melodies	Ostinato	Theme and variations	Reflecting emotions
Listening & Appraising	Long & short sounds	Rhythms & melodies	Control & care	Control & care	Accompaniments	IT
					Improvisation	Improvisation
	Recalling short patterns	Music for different purposes	Appreciating other cultures	Musical elements	Linking lyrics and melody	Venue and Occasion





Elements Of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To Know what is meant by beat and rhythm.</p> <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise short & long sounds -Discriminate between fast & slow -Discriminate between obvious differences in pitch: high & low -Discriminate between loud & soft -Recognise that some beats have accents (stress) -Move responsively to music (marching, walking, hopping, swaying etc.) 	<ul style="list-style-type: none"> -Recognise a steady beat, accents & the downbeat; play a steady beat -Understand that melody can move up & down -Hum the melody whilst listening to music -Recognise like & unlike phrases Know that Tempo means fast & slow -Know that pitch means high & low -Know that Dynamics mean loud & quiet 	<ul style="list-style-type: none"> -Recognise short & long sounds -Tempo: gradually slowing down & getting faster -Discriminate between differences in pitch: high & low in more detail -Dynamics – crescendo and diminuendo gradually increasing & decreasing volume -Know that timbre refers to the type of sounds heard or instruments playing Recognise that music has timbre & tone colour 	<ul style="list-style-type: none"> -Recognise harmony, sing in rounds -Continue with timbre & phrasing -Review names of musical notes; scale as a series of notes; singing the C major scale using 'do re mi' etc. - Know that Duration refers to the length of sounds. 	<ul style="list-style-type: none"> -Understand legato & staccato -Continue work with timbre & phrasing -Know that the structure can be a specific pattern e.g. ABA, ABBA, Recognise themes & variations & listen to Mozart variations on Ah vous dirai-je Maman (Twinkle Twinkle) 	<p>Continue to recognise the 7 elements of music and explore how they are used to create specific emotions and effects.</p> <p>e.g. for programme music</p> <ul style="list-style-type: none"> Dynamics Timbre Tempo Duration Structure Pitch Silence <p>Recognise a syncopation pattern</p>
Listening and Appraising / Knowledge and Understanding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Listen carefully & recall short rhythmic & melodic patterns -Recognise that some phrases are the same, some different 	<ul style="list-style-type: none"> -Listen carefully & recall short rhythmic & melodic patterns -Use my knowledge of dynamics, tempo & pitch to organise my music -Know how sounds can be made & changed to suit a situation -Make my own signs & symbols to make, & record my music Music can tell a story - Ballet -Understand that ballet combines music & movement, often to tell a story (The Nutcracker) Music can tell a story – Instrumental – -Know that music can be played or listened to for a variety of purposes Music can tell a story - Opera -Understand that opera combines music, singing & acting 	<ul style="list-style-type: none"> -Recognise how musical elements can be used together to compose music -Know the symbol for a rest in music & use silence for effect in my music -Recognise how musical elements (specifically dynamics, pitch, tempo, timbre) can be used together to compose music -Listen to and appraise music from other countries 	<ul style="list-style-type: none"> -Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music Listen in detail to overlapping drumming patterns of African music. 	<ul style="list-style-type: none"> -Understand how sounds are combined expressively -Listen to songs with an understanding of the relationship between lyrics & melody -Use the venue & sense of occasion to create performances that are well appreciated by the audience 	<ul style="list-style-type: none"> -Combine sounds expressively - Use the venue & sense of occasion to create performances that are well appreciated by the audience -Listen to songs and pieces of music with an understanding of the relationship between elements of music.
Manipulating sounds					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Make & control long & short sounds using voices and percussion -Recognise & play a steady beat 	<p>Echo short rhythms & melodic patterns</p> <p>Play simple rhythms & melodies</p>	<ul style="list-style-type: none"> -Play notes on instruments with care so they sound clear -Perform with control & awareness of what others in groups are singing or playing 	<ul style="list-style-type: none"> -Play notes on instruments with care so they sound clear -Perform with control & awareness of what others in groups are singing or playing 	<ul style="list-style-type: none"> -Sustain a drone or melodic ostinato to accompany singing -Play an accompaniment on an instrument (e.g. glockenspiel, bass drum, cymbal) -Improvise within a group 	<ul style="list-style-type: none"> -Sustain a drone or melodic ostinato to accompany singing -Play an accompaniment on an instrument (e.g. glockenspiel, bass drum, cymbal) -Improvise within a group Perform individually on an instrument or singing.


Music Long Term Plan 2023-2024

	Autumn	Spring	Summer
Year 1	<p>Focus</p> <p>1. Composers and specific pieces of music Danse Macabre by Camille Saint-Saens</p> <p>Children will learn and perform songs related to the body, be introduced to classroom percussion instruments and listen for key features in the music.</p> <p>2. Naming classroom percussion instruments Children will begin to recognise the names and sound of instruments and know how to play them correctly.</p>	<p>Focus</p> <p>1. Space themed music. Children will learn and perform songs related to space. They will listen to various clips of classical music, learning to recognise specific elements of music (e.g. loud/quiet). They will then practise performing these in their space themed compositions.</p> <p>2. Specific instruments Trumpet, flute – recognising what they look like, their sound and (in its simplest terms) how they are played. <i>(Where possible, actual instruments and players should be used rather than just recordings)</i></p>	<p>Focus</p> <p>Composers and specific pieces of music Carnival of the Animals – Camille Saint-Saens Children will describe the music using vocabulary they were introduced to in the spring term, such as loud/quiet. They will then practise performing these in their ‘Sea Music’ themed composition. They will also be introduced to phrasing through the Kookaburra song.</p> <p>2. Specific instruments Violin, drums (timpani) – recognising what they look like, their sound and (in its simplest terms) how they are played. <i>(Where possible, actual instruments and players should be used rather than just recordings)</i></p>
	<p>Listening</p> <p><i>Danse Macabre;</i> -move responsively to the music -Recognise & play a steady beat -Recognise that some beats have accents (stress) Listen carefully & recall short rhythmic & melodic patterns</p>	<p>Listening</p> <p>1. Space themed music. -Recognise short & long sounds -Discriminate between fast & slow -Discriminate between obvious differences in pitch: high & low -Discriminate between loud & quiet</p>	<p>Listening</p> <p>Carnival of the animals - Describing music in terms of long/short, fast/slow, high/low, loud/quiet</p> <p>Kookaburra - Recognise that some phrases are the same, some different.</p>
	<p>Performing</p> <p>Suggested Songs Hey, My Name is Joe! Baby 1,2,3 Tony Chestnut Head shoulders knees & toes</p> <p>Vocal skills practised through songs: Take part in singing songs, following the tune (melody) well -Use my voice to good effect -Perform with others’ taking instruction from instructions -Make & control long & short sounds using voices</p>	<p>Performing</p> <p>Suggested Songs -Zoom, Zoom, Zoom. -5 little men in a flying saucer -Space Songs (Out of the Ark)</p> <p>– vocal skills revisited from Autumn term</p>	<p>Performing</p> <p>Suggested Songs Kookaburra -Elephants have wrinkles - 5 little speckled frogs The little green Frog Animal Songs (Out of the Ark)</p> <p>Vocal skills practised through songs: Sing accompanied & in unison</p>
	<p>Composing</p> <p>Class skeleton piece (based on Danse Macabre)</p> <p>Skills practised: Order my sounds to create an effect -Create short musical patterns -Create short rhythmic phrases -Show control when playing musical instruments so that they sound as they should</p>	<p>Composing</p> <p>Space pieces – rocket lift off, floating in space, twinkling stars,</p> <p>Skills practised: -Make & control long & short sounds / loud & quiet</p>	<p>Composing</p> <p>Sea music – class composition – waves, sea creatures. Using pictures to create a structure of the piece to follow (graphic score).</p> <p>Skills practised: <i>Refining skills from autumn and spring term.</i> Using phrases in the composition.</p>
	<p>New Notation</p> <p>Crotchet – 1 beat note  (frog) Pair of Quavers – half a beat each.  (tad-pole) 4 beat rhythms e.g. </p>		
<p>Key Vocabulary</p> <p>Loud/quiet fast/slow long/short high/low</p> <p>Classroom percussion instruments: tambourine, tambour, triangle, claves, guiro, cabasa, maraca, cymbal, woodblock, bells / sleigh bells, xylophone, glockenspiel, chime bars</p>	<p>Trumpet, violin, flute, timpani (kettle drums)</p>		

	Autumn	Spring	Summer
Year 2	<p>Focus</p> <p>1. Dragon Songs and Puff the magic dragon Children will learn songs and play a simple accompaniment</p> <p>2. Composers and specific pieces of music Music can tell a story - Ballet Know that music can be played or listened to for a variety of purposes Children will watch and listen to the Ballet The Nutcracker, exploring how the story is told through music and dance.</p>	<p>Focus</p> <p>1. Composers and specific pieces of music : Music can tell a story - Instrumental - Peter & the Wolf - Sergei Prokofiev Know that music can be played or listened to for a variety of purposes</p> <p>2. Instruments of the orchestra Become familiar with the families of instruments in the orchestra: strings, bass, woodwind, percussion.</p>	<p>Focus</p> <p>1. Music can tell a story - Opera Know that music can be played or listened to for a variety of purposes</p> <p>2. Goddess Gaia – Halle orchestra resource Children will learn songs and simple percussion accompaniment to perform with the animated story.</p>
	<p>Listening</p> <ul style="list-style-type: none"> -Listen to The Nutcracker by Tchaikovsky -Understand that ballet combines music & movement, often to tell a story -Recognise a steady beat, move to a beat, play a steady beat, recognise accents -Recognise short & long sounds -Know that Tempo means fast & slow, pitch means high & low and Dynamics mean loud & quiet 	<p>Listening</p> <ul style="list-style-type: none"> -Listen to Peter and the wolf -Aurally recognise the instruments for the main characters -Understand that melody can move up & down Hum the melody whilst listening to music -Know the leader of the orchestra is called the conductor -Recognise like & unlike phrases 	<p>Listening</p> <ul style="list-style-type: none"> Listen to various clips from opera and decide on what story they might be telling. -Understand that opera combines music, singing & acting
	<p>Performing</p> <p>Suggested Songs Maggon the dragon My dragon (Out of the Ark, Animals song book) Puff the magic Dragon</p> <p>Vocal skills practised through songs: Sing unaccompanied, accompanied & in unison Puff the Magic Dragon</p> <ul style="list-style-type: none"> - Learn a simple accompaniment and play in time with the music. -Recognise verse and chorus - By playing accompaniment for the verse and singing the chorus. -Echo short rhythms & melodic patterns -Play simple rhythms & melodies 	<p>Performing</p> <p>Suggested Songs -Spoon Full of Sugar -Grandma Rap (Sing Up)</p> <ul style="list-style-type: none"> - Sing in two parts as part of larger group 	<p>Performing</p> <p>Suggested Songs -Tree in the Wood -I had a little nut tree -Wood (Sing up) -Every inch of Our Planet (Sing up)</p> <p>Songs and accompaniment for Goddess Gaia To be performed along with the animation</p>
	<p>Composing</p> <p>Compose and perform short rhythms using crotchets, quavers, minims, dotted minims and semibreves, on classroom percussion. -Listen carefully & recall short rhythmic & melodic patterns</p>	<p>Composing</p> <p>Building from Autumn term work – changing pitches in their rhythms to create a melody. -Listen carefully & recall short rhythmic & melodic patterns -Make my own signs & symbols to make, & record my music</p>	<p>Composing</p> <p>Composing opportunity Pollution and the environment – linked to Goddess Gaia Carefully choose sounds to achieve an effect -Show control when playing musical instruments so that they sound as they should -Use changes in pitch to communicate ideas -Use my knowledge of dynamics, tempo & pitch to organise my music -Know how sounds can be made & changed to suit a situation</p>
<p>New Notation (In addition to previous years)</p> <p>Minims – 2 beats   t-oad (toads are bigger than frogs) dotted minims – 3 beats   = Toad-with-dot semibreves – 4 beats   W-O-R-M</p>			
<p>Key Vocabulary Instruments of the orchestra – strings, brass, woodwind, percussion</p> <p>Tempo = fast/slow Pitch = High /low Dynamics = loud/quiet Phrase – small part of music Verse and chorus melody conductor</p> <p>Ballet – Story told through dance and music Instrumental - story told through the music Opera- story told through music, singing and acting Cantata- shorter piece using vocals to tell a story</p>			

	Autumn	Spring	Summer
Year 3 & Year 4	<p>Focus</p> <p>1. Composers and specific pieces of music Earth by Hans Zimmer - BBC Ten Pieces Commission</p> <p>Children will use this piece as a stimulus for exploring the effect of dynamics and timbre, composing their own class piece representing Earth.</p>	<p>Focus</p> <p>1. Composers and specific pieces of music The music of WW2 Glenn Miller and the big band sound.</p> <p>2. Instruments: Brass and woodwind families Recap the different families. Look at the string family in detail: Violin, Viola, cello, Double Bass, harp. Also, look at non –orchestral string instruments – Guitar, Ukulele, and banjo.</p>	<p>Focus</p> <p>1. Composers and specific pieces of music BBC Ten piece: Ravi Shankar – Symphony – Finale (excerpt) Children will explore traditional Indian music, using the Ravi Shankar piece as a stimulus. They will listen to Raga, learn about tala, sitar and tabla. They will have the opportunity to improvise a raga and tala.</p> <p>2. Instruments: Percussion Look at the percussion family in detail Timpani, bass drum, gong, Xylophone, Marimba, Glockenspiel Also, recap classroom percussion instruments. Recognise piano and keyboard; know the difference between the two.</p>
	<p>Listening</p> <p>Earth – Hans Zimmer -Know that timbre refers to the type of sounds heard or instruments playing Recognise that music has timbre & tone colour (different sounds instruments make and the effect it has on the moos of the music) Recognise how musical elements can be used together to compose music</p>	<p>Listening</p> <p>Listen to music by Glenn Miller Listen to The Dam Busters Theme Listen to 633 Squadron -Discriminate between differences in pitch: high & low in more detail -Dynamics – crescendo and diminuendo gradually increasing & decreasing volume Listen for specific instruments or families of instruments.</p>	<p>Listening</p> <p>BBC Ten piece: Ravi Shankar – Symphony – Finale (excerpt) -Listen to and appraise music from other countries -Recognise short & long sounds (duration) -Tempo: gradually slowing down & getting faster</p>
	<p>Performing</p> <p>Suggested Songs: Rockin’ all over the world We are the world</p> <p>Vocal skills practised through songs: -Sing songs, majority in tune</p>	<p>Performing</p> <p>Suggested Songs: -White Cliffs of Dover We’ll Meet again Hey, Mister Miller Doing our bit for the nation</p> <p>Vocal skills practised through songs: -Maintain a simple tune (hum, sing) in a group where there is more than 1 part.</p>	<p>Performing</p> <p>Suggested Songs -Songs from Goddess Gaia -Songs from around the world on Sing Up E.g. Kis Nay banaayaa, Siyahamba, yodeling song etc.</p> <p>Perform an improvised raga and tala -Play notes on instruments with care so they sound clear -Perform with control & awareness of what others in groups are singing or playing</p>
	<p>Composing</p> <p>Use sound to create abstract effects Choose, order, combine & control sounds with awareness of their combined effects use silence for effect in my music Recognise how musical elements (specifically dynamics, pitch, tempo, timbre) can be used together to compose music</p>	<p>Composing</p> <p>Writing short phrases of music, using rhythm notation and drawing on a one lined staff. e.g.</p> 	<p>Composing</p> <p>Improvising Raga. Compose & perform melodies</p> <p>Composing Tala. -Recognise & create repeated patterns with a range of instruments</p>
	<p>New Notation (In addition to previous years)</p> <p>Staff – 5 lines music is written on  Treble clef <i>Draw a treble clef at the correct position on a staff and know it is used for higher sounding instruments</i> </p> <p>Crotchet rest – 1 beat silence  Minim rest – 2 beat silence  Semibreve rest – 4 beat silence  Time signatures – how many beats in a bar  Bars and Bar lines </p>		
<p>Key Vocabulary</p> <p>Timbre – type of sound crescendo – getting louder diminuendo – getting quieter Big Band Glen Miller Vera Lynn Raga Tala Sitar Tabla</p> <p>Improvise – make up music on the spot</p>			

	Autumn	Spring	Summer
Year 5	<p>Focus 1. Vocal ranges Know and aurally recognise the main vocal ranges for males and females.</p> <p>2. Composers and specific pieces of music Steve Reich – Music for 18 Musicians (excerpt) BBC Ten Pieces Children will explore minimalism and patterns in music, improvise within a group and compose their own minimalist style piece.</p>	<p>Focus Composers and specific pieces of music 1. No. 2, The Little Train of the Caipira (finale) by Heitor Villa-Lobos 2. Vltava (by Smetana) Through listening to the above pieces, children will explore how the music depicts journeys. They will follow listening maps and compare pieces. They will compose their own journey piece.</p>	<p>Focus Composers and specific pieces of music Mars – The Bringer of War (BBC Ten Pieces) Plus the other movements of The Planet Suite by Gustav Holst Children will explore the mood or feel of a piece, linking it to elements of music. They will perform a version of the opening of Mars and compose their own ostinato pieces to represent a planet.</p>
	<p>Listening 1. Vocal Ranges – listening to various clips. -Recognise vocal ranges of adult female voice: high = soprano, middle = mezzo soprano, low = alto -Recognise vocal ranges of adult male voices: high = tenor, middle = baritone, low = bass 2. Music for 18 Musicians (excerpt) BBC Ten Pieces</p>	<p>Listening <i>Little Train of Caipira and Vltava</i> – Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music -Continue work with timbre & phrasing -Understand legato & staccato -Know that the structure can be a specific pattern e.g. ABA, ABBA,</p>	<p>Listening The Planet Suite -Understand how sounds are combined expressively – Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music</p>
	<p>Performing Suggested Songs Rounds: Black socks, Moon round, Smile: a round Rockstar (Sing up) Sing (Living on a prayer) (on Charanga) Sing (Gary Barlow) Vocal skills practised through songs: Sing in tune sing simple rounds & canons in small groups or individually Breathe well & pronounce words, Perform songs with an awareness of the meaning of words Individually hold a part in a round Listen to songs with an understanding of the relationship between lyrics & melody Perform own compositions -Play an accompaniment on an instrument (e.g. glockenspiel, bass drum, cymbal)</p>	<p>Performing Suggested Songs River Journey (Sing up) The Water Cycle Song (Sing up) -Skye Boat Song Proud Mary – Rollin' on the river</p> <p>– vocal skills revisited from Autumn term</p> <p>Perform own compositions</p>	<p>Performing Suggested Songs -Earth, Space and all that Jazz (Sing Up) -Space (It's a place) – Out of the Ark Space Songs - Poor Little Pluto – Out of the Ark Space Songs - The Final Countdown - Europe</p> <p>– vocal skills revisited from Autumn term</p> <p>Reconstructing the beginning of Mars, Bringer of War Sustain a drone or melodic ostinato to accompany singing</p>
	<p>Composing Create class piece based on Music for 18 Musicians</p> <p>-Improvise within a group -Create rhythmic patterns with an awareness of timbre & duration - Identify where to place emphasis & accents in a song to create effects</p>	<p>Composing Compose a piece of music depicting the journey of the River Thames past London landmarks. OR Compose a piece of music depicting the journey of a train.</p> <p>Use the venue & sense of occasion to create performances that are well appreciated by the audience</p>	<p>Perform own compositions</p> <p>Composing In groups, compose a piece of music to depict space or a planet, making use of an ostinato.</p> <p>Create music, which reflects given intentions</p>
<p>New Notation (In addition to previous years) Dynamics: - Volume – louds /quiets mp – mezzo-piano = medium quiet mf – mezzo forte = medium loud Notes on the staff – in treble clef – EGBDF & FACE</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>E G B D F</p> </div> <div style="text-align: center;">  <p>F A C E</p> </div> <div style="text-align: center;"> <p>dotted quaver – 1 ½ beats</p>  </div> <div style="text-align: center;"> <p>Bass clef – set of notes for lower sounding instruments</p>  </div> </div>			
<p>Key Vocabulary Recap – elements of music – pitch, tempo, timbre, duration, texture, dynamics, structure. Names of instruments. Ostinato – a short repeated pattern New – vocal ranges = Soprano, mezzo-soprano, alto, tenor, baritone, bass. Minimalism legato – smooth sound staccato – short, spiky sounds</p>			

	Autumn	Spring	Summer	
Year 6	<p>Focus</p> <p>1. Exploring song writing. Children will explore lyrics and structure of songs in order to use ideas to compose their own song.</p>	<p>Focus</p> <p>1. <i>Explore music that evokes emotions using elements of music.</i> Children will listen to several different pieces in order to explore how emotions and mood are depicted in music through use of the elements of music. They will then compose a piece which represents a photo from WW2.</p>	<p>Focus</p> <p>1. Musical Traditions: Folk music Children will listen to at folk songs from the UK, discussing instruments, subject and lyrics and understanding the influence folk music has on pop music. 2. BBC Ten Pieces: Doctor Who Theme –Delia Derbyshire Children will use this piece as a starting point to exploring ICT for composing music.</p>	
	<p>Listening</p> <p>Listen to various pop songs with the theme of being yourself. -Identify where to place emphasis & accents in a song to create effects -Listen to songs and pieces of music with an understanding of the relationship between elements of music.</p>	<p>Listening</p> <p>1. Mussorgsky’s Pictures at an Exhibition Verdi’s Dies Ira (BBC Ten Pieces) Tchaikovsky’s 1812 Overture John Williams Schindler’s List -Continue to recognise the 7 elements of music and explore how they are used to create specific emotions and effects. e.g. for <i>programme music</i> -Major and minor – can change the mood of a piece i.e. major = happy, minor = sad -Listen to songs and pieces of music with an understanding of the relationship between elements of music.</p>	<p>Listening</p> <p>1. Folk songs -Recognise a syncopation pattern Understand that folk music is passed on by each generation & generally not written down -Recognise folk songs that are still popular today: Early one morning, Drunken Sailor, Scarborough Fair Look at how classical and folk music has influenced pop music e.g. Pachelbel’s Canon In D 2. Doctor Who Theme How ICT brought changes to popular music</p>	
	<p>Performing</p> <p>-Beautiful (Christina Agularia) -Firework (Katy Perry) - I’m Good (The Mowgli’s) Vocal skills practised through songs: --Sing in tune -Breathe well & pronounce words, change pitch & show control in my singing -Perform songs in a way that reflects their meaning & the occasion -Use the venue & sense of occasion to create performances that are well appreciated by the audience</p>	<p>Performing</p> <p>– vocal skills revisited from Autumn term</p> <p>Perform own composition -Improvise within a group Perform individually on an instrument or singing.</p>	<p>Performing</p> <p>Suggested Songs Drunken Sailor Scarborough Fair Other famous Folk songs – vocal skills revisited from Autumn term</p> <p>-Improvise within a group Perform individually on an instrument or singing.</p>	
	<p>Composing</p> <p>Compose a song about being yourself.</p> <p>-Create my own songs -Create songs with an understanding of the relationship between lyrics & melody</p>	<p>Composing</p> <p>Compose music to reflect a (WW2) picture and evoke emotions. Combine sounds expressively -Create music, which reflects given intentions & uses notations as a support for performances</p>	<p>Composing</p> <p>Use ICT (Garage Band) to create music with folk song or classical riff Know how to make creative use of the way sounds can be changed, organised or controlled using ICT Create music, which reflects given intentions & uses notations as a support for performances</p>	
	<p>New Notation (In addition to previous years)</p> <p>Tones/ semitones –difference between the pitches of notes flats – makes a note a semitone lower b sharps – makes the note a semitone higher \sharp</p> <p>Key signature – shows what sharps and flats to use to make it into a certain key. (what it is and where it is written on the staff, not what key they all stand for!) </p>			
	<p>Key Vocabulary</p> <p>Recap – elements of music – pitch, tempo, timbre, duration, texture, dynamics, structure. Names of instruments.</p> <p>New – Accents – stressed beats Programme Music – music which tells a story or poem folk music riff</p>			