



Music Yearly Overview
Curriculum Area: Music
Subject Lead: Carol Pickering

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Autumn 1	<p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p>Take part in singing, accurately following the melody Follow instructions on how or when to sing Make and control long and short sounds using voices</p> <p>Week 6 onwards:</p> <p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Untuned – percussion instruments and tuned – chime bars/glockenspiels</p> <p>Sit or stand well to perform</p>	<p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p>First 2 weeks then weeks 5 to 8 for Y2 Harvest play.</p> <p>Sing songs expressively and confidently. Control of voice getting louder and softer. Use hands to follow pitch movement.</p> <p>Week 2 to 4:</p> <p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Follow instructions on how or when to play an instrument</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>First 2 weeks</p> <p>Singing</p> <p>Use voice to create vocal effects. Sing expressively with awareness and control of some musical elements e.g. timbre, tempo and dynamics. Sing with an awareness of pulse and rhythm. Sing from memory with increasing accuracy of pitch Maintain a simple part within a group</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>First 2 weeks</p> <p>Singing</p> <p>Sing in tune Maintain a simple part within a group Pronounce words within a song clearly Show control of voice Ongoing practice at controlling sudden and subtle changes using voice.</p> <p>Week 3 onwards:</p> <p><u>M.5 play and perform in solo and ensemble</u></p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>First 2 weeks</p> <p>Singing</p> <p>Sing from memory with increasing confidence Perform solo or as part of an ensemble Sing expressively and in tune Hold a part within a round Sing with increased control over breathing Maintain control over voice Sing a round in two parts.</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>.</p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave written in the treble and bass clef Use and understand simple time signatures with accuracy Perform as part of an ensemble</p>

	<p>Sit quietly if waiting for a turn</p> <p>Pick up and put down instruments quietly</p> <p>Watch, follow the leader's signals</p> <p>Follow instructions on how or when to play an instrument</p>	<p>Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments</p> <p><u>M4. Make and use sounds using the inter-related dimensions of music</u></p> <p>Use symbols to represent a composition and use them to help with a performance</p> <p>Recorder playing</p>	<p>Week 3 onwards:</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Begin to learn some music notation.</p> <p>Recognise the notes EGBDF as lines on a musical staff, and FACE as spaces on a musical staff</p> <p>Play notes on an instrument with care so that they are clear</p> <p>Perform with control and awareness of others</p> <p>Recorder playing</p>	<p><u>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Place the notes EGBDF on lines on a musical staff, and FACE on spaces on a musical staff</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Play notes on an instrument with care so that they are clear and accurately timed</p> <p>Perform with control and awareness of others with confidence</p> <p>Set up equipment quickly and safely</p> <p>Perform using notation.</p> <p>Recorder playing</p>	<p>Sing confidently as a class and in small groups.</p> <p>Sing familiar songs in tune.</p> <p>Week 3 onwards:</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Read notes on a musical staff</p> <p>Understand the purpose of treble and bass clef</p> <p>Use and understand simple time signatures</p> <p>Identify and control the ways that instruments make sounds</p> <p>Recorder playing</p>	<p>Know how to recover from mistakes and keep going</p> <p>Pay attention to detail</p> <p>Keyboard playing</p>
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<p>Autumn 2</p>	<p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes –</u></p> <p>Take part in singing, accurately following the melody</p> <p>Follow instructions on how or when to sing</p> <p>Make and control long and short sounds using voices</p> <p>Sing broadly in tune and imitate changes within a limited range of pitch</p> <p>Christmas performances</p>	<p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Follow instructions on how or when to play an instrument</p> <p>Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments</p> <p><u>M4. Make and use sounds using the inter-related dimensions of music</u></p> <p>Use symbols to represent a composition and use them to help with a performance</p> <p>Recorder playing</p> <p>Final 2 weeks - singing: Year Group Christmas Carol</p> <p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p>Sing songs expressively and confidently.</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Begin to learn some music notation.</p> <p>Recognise the notes EGBDF as lines on a musical staff, and FACE as spaces on a musical staff</p> <p>Play notes on an instrument with care so that they are clear</p> <p>Perform with control and awareness of others</p> <p>Recorder playing</p> <p>Final 2 weeks - singing: Year Group Christmas Carol</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Place the notes EGBDF on lines on a musical staff, and FACE on spaces on a musical staff</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Play notes on an instrument with care so that they are clear and accurately timed</p> <p>Perform with control and awareness of others with confidence</p> <p>Set up equipment quickly and safely</p> <p>Perform using notation.</p> <p>Recorder playing</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Read notes on a musical staff</p> <p>Understand the purpose of treble clef</p> <p>Use and understand simple time signatures</p> <p>Play confidently to a variety of audiences</p> <p>Play as part of an ensemble</p> <p>Be a good ensemble player, aware of balance</p> <p>Identify and control the ways that instruments make sounds</p> <p>Recorder playing</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Read notes on a musical staff written in the treble and bass clef</p> <p>Use and understand simple time signatures with accuracy</p> <p>Perform as part of an ensemble</p> <p>Play expressively and in tune</p> <p>Know how to recover from mistakes and keep going</p> <p>Pay attention to detail</p> <p>Play accompaniments with control and accuracy.</p> <p>Keyboard playing</p>
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		Control of voice getting louder and softer. Use hands to follow pitch movement.		Final 2 weeks - singing: Year Group Christmas Carol	Final 2 weeks - singing: Year Group Christmas Carol	Final 2 weeks - singing: Year Group Christmas Carol
Spring 1	<p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u></p> <p>Sit quietly, make sounds or actions as they listen Copy patterns Identify well defined musical features, e.g. long and short sounds, high and low sounds. Recall and remember short songs and patterns of sound. Identify different sound sources. Identify the beat of a piece of music</p> <p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p>Take part in singing, accurately following the melody</p>	<p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u></p> <p>Identify the beat of a piece of music Recognise changes in timbre, dynamics and pitch Develop concentration to listen for longer Identify pulse in music. Know that listening to music several times helps to find out more about it Listen for something specific Begin to know musical labels-rap, opera, rock etc. Recognise changes in timbre, dynamics and pitch</p> <p><u>M.1 use their voices expressively and creatively by singing</u></p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Recognise rhythmic patterns. Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes Begin to notice things that happen in a piece of music and give an opinion</p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes Be a good audience member, showing willingness to listen, concentrate and when to respond Begin to have an idea of the history and geography of music.</p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Choose from an increasingly wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Listen for longer and without losing focus Listen for small details within a dense structure Be open minded about new and familiar music Identify moods and textures.</p> <p><u>M.5 play and perform in solo and ensemble</u></p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Be an open minded listener Accept that you will like some music and not other Try not to dismiss music after just one hearing Appreciate that musical tastes change</p>

	<p>Follow instructions on how or when to sing</p> <p>Make and control long and short sounds using voices</p> <p>Sing broadly in tune and imitate changes within a limited range of pitch</p> <p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Sit or stand well to perform</p> <p>Sit quietly if waiting for a turn</p> <p>Pick up and put down instruments quietly</p> <p>Watch, follow the leader's signals</p> <p>Accompany known songs by clapping or playing the pulse or rhythm.</p> <p>Use instruments to create sound effects.</p> <p>Follow instructions on how or when to play an instrument</p>	<p><u>songs and speaking chants and rhymes</u></p> <p>Sing songs expressively and confidently.</p> <p>Control voice getting louder and softer.</p> <p>Use hands to follow pitch movement.</p> <p>Sing with some awareness of other performers</p> <p>Imitate changes in pitch</p> <p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Know how to sit/stand as a performer</p> <p>Make an announcement</p> <p>Know how to sit silently with an instrument</p> <p>Know when to start and stop</p> <p>Identify groups of instruments.</p> <p>Follow instructions on how or when to play an instrument</p> <p>Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments</p>	<p>Show appreciation for other people's music and offer helpful comments</p> <p>Be able to listen to a piece several times in order to get to know it</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>Use voice to create vocal effects.</p> <p>Sing expressively with awareness and control of some musical elements e.g. timbre, tempo and dynamics.</p> <p>Sing with an awareness of pulse and rhythm.</p> <p>Sing from memory with increasing accuracy of pitch</p> <p>Maintain a simple part within a group</p> <p>Pronounce words within a song clearly</p> <p>Show control of voice</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their</u></p>	<p>Create sequences of movements in response to different types of music.</p> <p>Identify repeated patterns – ostinato</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>Sing in tune</p> <p>Maintain a simple part within a group</p> <p>Pronounce words within a song clearly</p> <p>Show control of voice</p> <p>Ongoing practice at controlling sudden and subtle changes using voice.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments</u></p>	<p><u>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>Sing from memory with increasing confidence</p> <p>Perform solo or as part of an ensemble</p> <p>Sing expressively and in tune</p> <p>Hold a part within a round</p> <p>Sing a harmony part</p> <p>Sing with increased control over breathing</p> <p>Maintain control over voice</p> <p>Sing a round in two parts.</p> <p>Sing confidently as a class and in small groups.</p> <p>Sing familiar songs in tune.</p> <p>Have an awareness of improvisation with the voice.</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</u></p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>Sing from memory with confidence and accuracy</p> <p>Perform solo and as part of an ensemble</p> <p>Sing expressively and in tune</p> <p>Hold a part within a round with confidence</p> <p>Sing a harmony part confidently and accurately</p> <p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Sing confidently in small groups, as a class and alone.</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments</u></p>
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		<p>Recorder playing</p>	<p><u>voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Begin to learn some music notation. Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others</p> <p>Recorder playing</p>	<p><u>with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Set up equipment quickly and safely Perform using notation.</p> <p>Recorder playing</p>	<p><u>accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave Understand the purpose of treble clef Use and understand simple time signatures Be a good ensemble player, aware of balance</p> <p>Identify and control the ways that instruments make sounds</p> <p>Recorder playing</p>	<p><u>with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave written in the treble and bass clef Use and understand simple time signatures with accuracy Perform solo and as part of an ensemble Play expressively and in tune Show confident body language Know how to recover from mistakes and keep going Pay attention to detail Play accompaniments with control and accuracy.</p> <p>Keyboard playing</p>
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<p>Spring 2</p>	<p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u></p> <p>Sit quietly, make sounds or actions as they listen Copy patterns Identify well defined musical features, e.g. long and short sounds, high and low sounds. Recall and remember short songs and patterns of sound. Identify different sound sources. Identify the beat of a piece of music</p> <p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p>Take part in singing, accurately following the melody Follow instructions on how or when to sing Make and control long and short sounds using voices</p>	<p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u></p> <p>Identify the beat of a piece of music Recognise changes in timbre, dynamics and pitch. Develop concentration to listen for longer Identify pulse in music. Know that listening to music several times helps to find out more about it Listen for something specific Begin to know musical labels-rap, opera, rock etc. Recognise changes in timbre, dynamics and pitch</p> <p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Know how to sit/stand as a performer Make an announcement Try being the conductor Know how to sit silently with an instrument</p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Recognise rhythmic patterns. Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes Begin to notice things that happen in a piece of music and give an opinion Show appreciation for other people’s music and offer helpful comments Be able to listen to a piece several times in order to get to know it</p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes Be a good audience member, showing willingness to listen, concentrate and when to respond Begin to have an idea of the history and geography of music. Create sequences of movements in response to different types of music. Identify repeated patterns – ostinato</p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Choose from an increasingly wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Listen for longer and without losing focus Listen for small details within a dense structure Be open minded about new and familiar music Identify moods and textures.</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p>	<p><u>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Be an open minded listener Accept that you will like some music and not other Try not to dismiss music after just one hearing Appreciate that musical tastes change</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p>
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	<p>Sing broadly in tune and imitate changes within a limited range of pitch</p>	<p>Know when to start and stop</p> <p>Identify groups of instruments.</p> <p>Follow instructions on how or when to play an instrument</p> <p>Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments</p> <p>Recorder playing</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Begin to learn some music notation.</p> <p>Devise non-standard symbols to indicate when to play and rest</p> <p>Recognise the notes EGBDF as lines on a musical staff, and FACE as spaces on a musical staff</p> <p>Play notes on an instrument with care so that they are clear</p> <p>Perform with control and awareness of others</p> <p>Recorder playing</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Place the notes EGBDF on lines on a musical staff, and FACE on spaces on a musical staff</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Play notes on an instrument with care so that they are clear and accurately timed</p> <p>Perform with control and awareness of others with confidence</p> <p>Take directions when someone else is in charge</p> <p>Set up equipment quickly and safely</p>	<p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Read notes on a musical staff</p> <p>Understand the purpose of treble and bass clef</p> <p>Use and understand simple time signatures</p> <p>Be a good ensemble player, aware of balance</p> <p>Lead a group by counting in, beating times etc.</p> <p>Identify and control the ways that instruments make sounds</p> <p>Recorder playing</p>	<p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Read notes on a musical staff written in the treble and bass clef</p> <p>Use and understand simple time signatures with accuracy</p> <p>Play from memory with confidence</p> <p>Perform solo and as part of an ensemble</p> <p>Play expressively and in tune</p> <p>Show confident body language</p> <p>Work as part of a team or as a leader</p> <p>Know how to recover from mistakes and keep going</p> <p>Pay attention to detail</p> <p>Play accompaniments with control and accuracy.</p> <p>Perform confidently using notation.</p>
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				Perform using notation. Recorder playing		Keyboard playing
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<p>Summer 1</p>	<p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u></p> <p>Sit quietly, make sounds or actions as they listen Copy patterns Identify well defined musical features, e.g. long and short sounds, high and low sounds. Recall and remember short songs and patterns of sound. Identify different sound sources. Identify the beat of a piece of music</p> <p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Sit or stand well to perform Sit quietly if waiting for a turn Pick up and put down instruments quietly Watch, follow the leader's signals</p>	<p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Know how to sit/stand as a performer Make an announcement Try being the conductor Know how to sit silently with an instrument Know when to start and stop Know that different performing locations have different requirements Identify groups of instruments. Follow instructions on how or when to play an instrument Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments</p> <p>Recorder playing</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Begin to learn some music notation. Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others</p> <p>Recorder playing</p> <p><u>M.7 listen with attention to detail and recall sounds with increasing aural memory</u></p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Be in charge of a rehearsal group</p>	<p><u>M.10 develop an understanding of the history of music</u></p> <p><u>M.7 listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Choose from an increasingly wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Listen for longer and without losing focus Listen for small details within a dense structure Be open minded about new and familiar music Identify moods and textures.</p>	<p><u>M.10 develop an understanding of the history of music</u></p> <p><u>M.7 listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Be an open minded listener Accept that you will like some music and not other Try not to dismiss music after just one hearing Appreciate that musical tastes change</p>
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	<p>Reproduce music from simple pattern/and or notation</p> <p>Accompany known songs by clapping or playing the pulse or rhythm.</p> <p>Use instruments to create sound effects.</p> <p>Follow instructions on how or when to play an instrument</p> <p>Make and control, and create sequences of long and short sounds using instruments</p>		<p>Recognise rhythmic patterns.</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music.</p> <p>Understand layers of sound and discuss their effect on mood and feelings.</p> <p>Evaluate music to identify areas of likes and dislikes</p> <p>Begin to notice things that happen in a piece of music and give an opinion</p> <p>Show appreciation for other people's music and offer helpful comments</p> <p>Be able to listen to a piece several times in order to get to know it</p>	<p>Take directions when someone else is in charge</p> <p>Set up equipment quickly and safely</p> <p>Perform using notation.</p> <p>Recorder playing</p> <p><u>M.7 listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music.</p> <p>Understand layers of sound and discuss their effect on mood and feelings.</p> <p>Evaluate music to identify areas of likes and dislikes</p> <p>Be a good audience member, showing willingness to listen, concentrate and when to respond</p> <p>Begin to have an idea of the history and geography of music.</p> <p>Create sequences of movements in response</p>		
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				to different types of music. Identify repeated patterns – ostinato .		
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<p>Summer 2</p>	<p><u>M.4. Make and use sounds using the inter-related dimensions of music</u></p> <p>Make patterns and put sounds together with someone else's, Draw or write their idea Make a class score showing musical sounds for a story Clap rhythms Create a mixture of different sounds</p> <p><u>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p>Take part in singing, accurately following the melody Follow instructions on how or when to sing Make and control long and short sounds using voices Sing broadly in tune and imitate changes within a limited range of pitch</p>	<p><u>M.2 play tuned and untuned instruments musically</u></p> <p>Know how to sit/stand as a performer Make an announcement Try being the conductor Know how to sit silently with an instrument Know when to start and stop Know that different performing locations have different requirements Identify groups of instruments. Follow instructions on how or when to play an instrument Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments</p> <p>Recorder playing</p> <p><u>M.4. Make and use sounds using the inter-related dimensions of music</u></p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Begin to learn some music notation. Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others</p> <p>Recorder playing</p> <p><u>M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Be in charge of a rehearsal group</p>	<p><u>M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p> <p>Think about developing musical material Begin to understand that songs have a pattern and that verses differ from the chorus Create rhythmic patterns with a growing awareness of timbre and duration Play melodies and begin to understand that these can be played with a chord pattern Use a drone or a melodic ostinato Convey the relationship between lyrics and melody Use digital technology to compose, edit, and refine pieces of music</p> <p><u>M.10 develop an understanding of the history of music</u></p> <p>Whole school visit by Key Strings.</p>	<p><u>M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p> <p>Create song with verses and choruses Create rhythmic patterns with an awareness of timbre, and duration Combine melodies with rhythm and chords Use a drone or a melodic ostinato confidently Use digital technology to compose, edit, and refine pieces of music with confidence Compose with a clear sense of purpose Plan a composition, alone or in a group and monitor its development Hear and develop ideas in your head before trying them out Improve work through analysis and evaluation.</p> <p><u>M.10 develop an understanding of the history of music</u></p>
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	<p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u> Whole school visit by Key Strings</p>	<p>Come to the front of a group and be a leader Compose in small groups e.g. 4 Clap rhythms effectively Choose sounds to create an effect Create short, musical patterns Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance.</p> <p><u>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</u> Whole school visit by Key Strings</p>	<p>Know that composers think and plan, make music and try to make it better Create an accompaniment to a known song. Improvise simple tunes based on the pentatonic scale. Compose and perform melodic songs Use, choose, order, combine and control sound to create effects Create repeated patterns with a range of instruments Explore how a drone can be used as an accompaniment</p> <p><u>M.10 develop an understanding of the history of music</u></p> <p>Whole school visit by Key Strings.</p>	<p>Take directions when someone else is in charge Set up equipment quickly and safely Perform using notation.</p> <p>Recorder playing</p> <p><u>M.10 develop an understanding of the history of music</u></p> <p>Whole school visit by Key Strings.</p> <p><u>M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p> <p>Use, choose, order, combine and control sound to create effects Create repeated patterns with a range of instruments Use drones as accompaniments Use digital technologies to compose pieces of music Be in charge of a group working on a composition</p>	<p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u></p> <p>Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave Understand the purpose of treble and bass clef Use and understand simple time signatures Play confidently to a variety of audiences Be a good ensemble player, aware of balance Lead a group by counting in, beating times etc Play in character if required e.g. performing a story or composition to younger children</p>	<p>Whole school visit by Key Strings.</p> <p><u>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p><u>M.8 use and understand staff and other musical notations</u> Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave written in the treble and bass clef Use and understand simple time signatures with accuracy Play from memory with confidence Perform solo and as part of an ensemble Play expressively and in tune Show confident body language</p>
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				Take direction when someone else is in charge	Identify and control the ways that instruments make sounds Recorder playing	Work as part of a team or as a leader Know how to recover from mistakes and keep going Pay attention to detail Play accompaniments with control and accuracy. Perform confidently using notation. Keyboard playing
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