

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins EYFS	All cycles	<p>Celebration Music & Christmas Play</p> <ul style="list-style-type: none"> Performing Listening Dimensions of Music <p>Communication & Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p>Understanding the World -Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses.-Watch and talk about dance and performance art, 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. -ELG: Being Imaginative and Expressive: Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> ✓ Playing and Exploring 		<p>Exploring Sound</p> <ul style="list-style-type: none"> Performing Listening Dimensions of Music <p>Communication & Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Understanding the World -Explore the natural world around them</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p> <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> ✓ Playing & Exploring ✓ Creating & Thinking Critically 	<p>Music & Movement</p> <ul style="list-style-type: none"> Performing Listening Dimensions of Music <p>Personal, Social and Emotional Development -Think about the perspectives of others.</p> <p>Expressive Arts and Design -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. -ELG: Being Imaginative and Expressive: Sing a range of well-known nursery rhymes and songs.- ELG: Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p> <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically 	<p>Musical Stories</p> <ul style="list-style-type: none"> Performing Listening Composition Dimensions of Music <p>Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p> <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically 	<p>Big Band</p> <ul style="list-style-type: none"> Performing Composition Dimensions of Music <p>Communication & Language -Learn rhymes, poems and songs.</p> <p>Expressive Arts and Design -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. -ELG: Being Imaginative and Expressive: Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music.</p> <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kingfishers Cycle A (Odd Years)	National Curriculum Coverage	<p>Pulse & Rhythm</p> <ul style="list-style-type: none"> Performing Listening & Evaluating Improvising & Composing Creating Sound <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Christmas Play</p> <ul style="list-style-type: none"> Performing Listening & Evaluating <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Musical Me</p> <ul style="list-style-type: none"> Performing Listening & Evaluating Improvising & Composing Creating Sound <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Orchestral Instruments</p> <ul style="list-style-type: none"> Performing Listening & Evaluating Improvising & Composing Creating Sound <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
	In-depth Overview	<p>I can say and clap a rhythm. I can clap in time to the music. I know what the pulse is. I can sing my favourite food. I can say and clap my name. I can clap in time to the music. I can sing (say) my friend's name. I can play the rhythm of my own name and my friend's name. I can clap in time to the music. I can hold the pulse. I can hear rhythmic patterns. I can repeat short rhythmic patterns. I can play in time to the music. I can create a rhythm. I can play the pulse. I can play a rhythm. I can create a rhythm.</p>	<p>I can evaluate my composition I can perform my piece confidently and accurately</p>		<p>I can say and clap the rhythm of my name. I can sing a song and play the pulse using my instrument. I can suggest how to make different sound effects for the song. I can take part in a class performance, singing and playing the pulse at the same time. I can copy back a rhythm (pattern) at the right dynamic (volume). I can use my instrument to play the rhythm of a song without singing. I understand that all instruments have their own timbre (unique sound). I can change the dynamics and timbre in my performance to alter the emotion of the song. I can use my instrument to keep the pulse when I perform. I know that melodies (tunes) can be written down using letters. I can play a melody (tune) from letter notation (letter names). I can create a melody. I can write my melody down using letter names. I know that writing a melody is called 'letter notation'. I can play my melody back from the letter names I have written. I can work as part of a group. I can help create a piece of music. I can make my composition more interesting by adding timbre and dynamics.</p>		<p>I know that an orchestra is a group of musicians who play instruments together. I can name the four sections or families of the orchestra: strings, woodwind, brass and percussion. I can recognise that each section has a number of different instruments. I can identify some musical instruments when listening to a piece of music. I can explain how music is used to support the story. I can use musical and instrumental vocabulary to describe a piece of music. I can recognise different orchestral instruments. I can select appropriate timbres to represent characters. I can select appropriate tempo changes to represent actions. I can select appropriate dynamics to represent emotions. I can write a script for the story of Jack and the Beanstalk. I can suggest suitable musical sounds to go with my script. I can work as part of a group to rehearse and perform a story. I can perform clearly and confidently. I can add the right music to my story at the right time.</p>

Kingfishers Cycle B (Even Years)	National Curriculum Coverage	<p>On this Island: British Songs & Sounds</p> <ul style="list-style-type: none"> Performing Listening & Evaluating Improvising & Composing Creating Sound <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Christmas Play</p> <ul style="list-style-type: none"> Performing Listening & Evaluating <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Timbre & Rhythmic Patterns: Fairytales</p> <ul style="list-style-type: none"> Performing Listening & Evaluating Improvising & Composing Creating Sound <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Dynamics, timbre, tempo and motifs: Space</p> <ul style="list-style-type: none"> Performing Listening & Evaluating Improvising & Composing Creating Sound <p>National Curriculum Objectives KS1</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
	In-depth Overview	<p>I can use musical vocabulary to describe what I hear and play. I can work in a group to compose a piece of music</p>	<p>I can evaluate my composition I can perform my piece confidently and accurately</p>	<p>I can join in with repeated phrases and patterns I can change my voice to represent different characters I can understand what timbre means I can clap syllables in words I can clap the rhythmic patterns of spoken phrases I can think of my own phrases and clap the rhythm of these I can work as a group to come up with a phrase for part of the story of 'The Three Little Pigs' I can perform my rhythm whilst the story is being told using my voice and instruments I can listen with concentration to a piece of music I can notice when different timbres are used I can play my part in a class performance of the 'Three Little Pigs' by: Listening and responding to other performers Using my voice expressively to join in with repeated phrases Using my instrument to represent a character from the story Clapping/playing untuned percussion to the rhythm of the story</p>		<p>I can use my voice to create sound I can offer ideas and suggestions for making sounds I can create atmosphere by using dynamics I can recognise differences in dynamics I can recognise different instruments and begin to name them I can use appropriate musical vocabulary I can explain the mood of the music I can compare two pieces of music by the same composer I can identify changes in dynamics and use appropriate musical vocabulary I can recognise and name different instruments I can describe the mood of the music I understand what a motif is I can play a simple motif I can create a motif I can notate or create a visual representation of my motif I can create and play a simple motif using visual representation to record it. I can use dynamics to enhance my motif I can perform my piece with accuracy</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

Herons Cycle B (Even and Odd Years)	National Curriculum Coverage	<p>Learning an instrument Hampshire Listen to me</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation 	<p>Learning an instrument Hampshire Listen to me</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation 	<p>Learning an instrument Hampshire Listen to me</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation 	<p>Learning an instrument Hampshire Listen to me</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation 	<p>Learning an instrument Hampshire Listen to me</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation 	<p>Learning an instrument Hampshire Listen to me</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation
		<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music

	<p>In-depth Overview</p>	<p>I know the string/key/note names and relative pitch I understand steady beat and rhythm in 2,3,4 metre I can demonstrate strumming and plucking (or other instrument specific skill) I can identify other related instruments I know where my instrument comes from I can accurately sing in a small group I can sing in time I can sing in tune I can read graphic notation and musical notation to know which notes to play I can understand different musical notation I can keep in time I can perform my own part with accuracy I can play as part of a group I can perform with confidence. I can perform in time and in tune with others. I can identify how to improve my performance. I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.</p>	<p>I know the string/key/note names and relative pitch I understand steady beat and rhythm in 2,3,4 metre I can demonstrate strumming and plucking (or other instrument specific skill) I can identify other related instruments I know where my instrument comes from I can accurately sing in a small group I can sing in time I can sing in tune I can read graphic notation and musical notation to know which notes to play I can understand different musical notation I can keep in time I can perform my own part with accuracy I can play as part of a group I can perform with confidence. I can perform in time and in tune with others. I can identify how to improve my performance. I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.</p>	<p>I know the string/key/note names and relative pitch I understand steady beat and rhythm in 2,3,4 metre I can demonstrate strumming and plucking (or other instrument specific skill) I can identify other related instruments I know where my instrument comes from I can accurately sing in a small group I can sing in time I can sing in tune I can read graphic notation and musical notation to know which notes to play I can understand different musical notation I can keep in time I can perform my own part with accuracy I can play as part of a group I can perform with confidence. I can perform in time and in tune with others. I can identify how to improve my performance. I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.</p>	<p>I know the string/key/note names and relative pitch I understand steady beat and rhythm in 2,3,4 metre I can demonstrate strumming and plucking (or other instrument specific skill) I can identify other related instruments I know where my instrument comes from I can accurately sing in a small group I can sing in time I can sing in tune I can read graphic notation and musical notation to know which notes to play I can understand different musical notation I can keep in time I can perform my own part with accuracy I can play as part of a group I can perform with confidence. I can perform in time and in tune with others. I can identify how to improve my performance. I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.</p>	<p>I know the string/key/note names and relative pitch I understand steady beat and rhythm in 2,3,4 metre I can demonstrate strumming and plucking (or other instrument specific skill) I can identify other related instruments I know where my instrument comes from I can accurately sing in a small group I can sing in time I can sing in tune I can read graphic notation and musical notation to know which notes to play I can understand different musical notation I can keep in time I can perform my own part with accuracy I can play as part of a group I can perform with confidence. I can perform in time and in tune with others. I can identify how to improve my performance. I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.</p>	<p>I know the string/key/note names and relative pitch I understand steady beat and rhythm in 2,3,4 metre I can demonstrate strumming and plucking (or other instrument specific skill) I can identify other related instruments I know where my instrument comes from I can accurately sing in a small group I can sing in time I can sing in tune I can read graphic notation and musical notation to know which notes to play I can understand different musical notation I can keep in time I can perform my own part with accuracy I can play as part of a group I can perform with confidence. I can perform in time and in tune with others. I can identify how to improve my performance. I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.</p>
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Kestrels Cycle A (Odd Years)	National Curriculum Coverage	<p>Film Music</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation 	<p>Theme & Variation: Pop Art</p> <ul style="list-style-type: none"> Performing Notation Creating Sound Improvising & Composing Listening & Evaluating 	<p>Dynamics, pitch & texture: Fingal's Cave</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating 	<p>Composition Notation: Ancient Egypt</p> <ul style="list-style-type: none"> Performing Creating Sound Notation Improvising & Composing Listening & Evaluating 	<p>Musical theatre</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating 	<p>Composing & Performing a Leaver's Song</p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating
		<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	<p>In-depth Overview</p>	<p>I can discuss the features of film music I can name several styles of music I can identify different instruments and comment on the type of sound they make I can talk about the pitch of music and how it changes I can use the words ‘major’ and ‘minor’ when discussing music that evokes different emotions I can make suggestions of sounds which represent the symbols on a graphic score I can improvise my own sounds within a whole-class context I can work with a partner to interpret graphic scores I can imaginatively use my body or my voice to make sounds I can relate sounds that I compose to a storyline in a film I can notate my ideas using my own symbols on a graphic score I can interpret my own graphic score and perform the sounds accurately I can give a polished performance with my group</p>	<p>I can talk about theme and variations I can relate the idea of theme and variations to Pop Art I can perform a rhythm in different ways I can identify the sounds of different instruments I can relate the sounds of different instruments to different pieces of art I can demonstrate knowledge of how an orchestra is put together I can stay in time with the pulse while performing complex rhythms using body percussion I can follow a vocal line with accuracy I can recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI I can tap these rhythms along with the beat I can draw these new rhythms I can draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately I can represent one rhythm in a range of different ways I can select colours to produce an artistic impression of rhythms</p>	<p>I can give my opinions of the music I hear I can use creative language to characterise the music I can follow a conductor I can use dynamics in my improvisation I can use changes of pitch in my improvisation I can notate my ideas using a graphic score I can use changes of texture in my improvisation I can compose a piece by using different dynamics I can compose a piece by using different textures I can compose a piece by using different pitches I can talk about someone else’s work and make constructive comments I can work with others in my group I can make sounds using different textures, dynamics and pitches I can use creative language effectively to produce a performance</p>	<p>I can sing in time with other people and a backing track I can follow or remember the lyrics I can follow the tune I can show the structure of a piece of music using non-standard notation I can improvise music I can use hieroglyphs to notate my composition I can play a melody by ear I recognise note names and note length I can make my part balance with the other music around me I can play a melody by reading pitch notation I know that notes can go either on or between the lines I can use pitch notation to write down my own melody I can work as part of a group to compose a piece of music in a particular style I can notate my piece using hieroglyphs and stave notation I can perform as part of a group</p>	<p>I can identify at least three features of musical theatre I can describe some of the roles involved in making musical theatre I can place types of musicals accurately on a timeline I can identify a character song I can identify an action song I can justify my opinions by giving examples I can work as part of a group I can plan a musical scene to tell the story of a journey I can think of or write a song that tells the story I can work as part of a group I can perform in time with my group I can ensure that there are smooth transitions between spoken dialogue, singing and dancing I can perform in time with others in my group I can sing in tune and make sure my voice is loud and clear I can perform with expression to help convey emotion I can work as part of a group to make our scene a success I can ensure that there are smooth transitions between each element (speech, dance, song)</p>	<p>I can evaluate a song based on: Lyrics – their meaning and how they make you feel Tempo – whether the tempo reflects the mood of the music Melody – whether the melody matches the lyrics and what its effect is on the listener Arrangement – how the style and instrumentation reflects the mood of the lyrics I can use words and phrases that are suitable for the chorus of my song I can incorporate other people’s ideas with my own I can turn these ideas into lyrics I can think of ideas that are suitable to form the verse of a leavers’ song I can think of words and phrases that are suitable for a leavers’ song I can use my poetry writing skills to turn these into lyrics I can work as part of a group to sequence and structure lyrics into a verse I can improvise a melody over a four-chord backing track I can try out melodies I already know over a four-chord backing track I can perform my improvisation/melody to the class I can compose a chorus melody for the chorus of our leavers’ song I can use different kinds of notations to record and create I can compose a verse melody for our leavers’ song I can use different kinds of notations to record and create I can rehearse to improve my performance I can perform a song I have written</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kestrels Cycle B (Even Years)	National Curriculum Coverage	<p><u>Songs of World War II</u></p> <ul style="list-style-type: none"> Performing Notation Creating Sound Improvising & Composing Listening & Evaluating <p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p><u>Lopping & Remixing</u></p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating Notation <p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p><u>Blues</u></p> <ul style="list-style-type: none"> Performing Notation Creating Sound Improvising & Composing Listening & Evaluating <p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p><u>Composition to represent the Festival of Colour</u></p> <ul style="list-style-type: none"> Performing Creating Sound Notation Improvising & Composing Listening & Evaluating <p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p><u>South & West Africa</u></p> <ul style="list-style-type: none"> Performing Notation Creating Sound Improvising & Composing Listening & Evaluating <p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<p><u>Composing & Performing a Leaver's Song</u></p> <ul style="list-style-type: none"> Performing Creating Sound Improvising & Composing Listening & Evaluating <p>National Curriculum Objectives KS2</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	In-depth Overview	<p>I can talk about songs I have experienced using comparative language I can use fact and opinion to compare songs I can follow the melody I can sing the lyrics with meaning I can sing some sections quieter and some sections louder I can use the words 'pitch' and 'higher/lower' when discussing my work I can read and interpret a graphic score I can use colour-code pitches on a notated score I can follow a melody line I can sing a counter-melody while listening to another melody I can identify higher and lower pitches through colours I can use colours to notate a counter-melody I can talk about the Solfa pitches, and which are higher and lower</p>	<p>I can hold my own part I can play accurately and in time I can help to layer a looped rhythm I can create loops of music I can build layers of sound that work well together I can describe the similarities and differences between an original song and its remix I can accurately play the melody line of a piece of music I can play a melody confidently and fluently I can choose a fragment of the tune to turn into a loop I can accurately play a section of the tune as a loop I can play in time to the backbeat I can create a suitable structure for my piece of music I can perform my piece accurately I can play my piece in time</p>	<p>I can name three key features of Blues music I can sing a Blues song I can use vocal expression to convey meaning I know what a chord is I can play the chord of C I can play the chord of C for the first line of the 12-bar Blues I can play the chord sequence of the 12-bar Blues I can play the chords of C, F and G I can play in time with the backing track I can play the Blues scale going up I can play the Blues scale going down I can play the Blues scale in time with the backing track I can play the Blues scale notes out of order I can play different Blues scale notes along to the backing track I can improvise using notes from the Blues scale</p>	<p>I can suggest a colour to match the music I can justify my opinion I can name the features or the mood of a piece of music I can identify features of music I can describe what I think pieces of music look like and why I can represent music visually I can represent colours and shapes with vocal sounds I can explain my choices I can describe my use of dynamics, tempo and pitch I can describe the musical features of a piece of music I can associate music with colour I can create vocal sounds to represent colour I can record a composition as a graphic score I can adjust my dynamics and pitch according to a graphic score I can keep in time with my group I can communicate with my group I know my role in the group</p>	<p>I can hold the tune of my part within a group performance I can sing unaccompanied I can use expression within my singing I can play a major chord on tuned percussion I can play a two-chord progression I can play the progression with accuracy I can maintain and play my part accurately I can stay in time with the other performers I can offer suggestions for improvement I can listen to the pulse and play my instrument in time I can join back in if I lose my place I can count the rests (silences) accurately I can create a break that fills eight counts I can play my break accurately I can play my break in the correct place and in time</p>	<p>I can evaluate a song based on: Lyrics – their meaning and how they make you feel Tempo – whether the tempo reflects the mood of the music Melody – whether the melody matches the lyrics and what its effect is on the listener Arrangement – how the style and instrumentation reflects the mood of the lyrics I can use words and phrases that are suitable for the chorus of my song I can incorporate other people's ideas with my own I can turn these ideas into lyrics I can think of ideas that are suitable to form the verse of a leavers' song I can think of words and phrases that are suitable for a leavers' song I can use my poetry writing skills to turn these into lyrics I can work as part of a group to sequence and structure lyrics into a verse I can improvise a melody over a four-chord backing track I can try out melodies I already know over a four-chord backing track I can perform my improvisation/melody to the class I can compose a chorus melody for the chorus of our leavers' song I can use different kinds of notations to record and create I can compose a verse melody for our leavers' song I can use different kinds of notations to record and create I can rehearse to improve my performance I can perform a song I have written</p>
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