



## Music Scheme of work

Composing and performing	Singing	Music appreciation	Evaluation of music	Following a conductor	Communicating ideas	Vocabulary
<b>NURSERY</b>						
Exploring and playing	Vocalising and singing	Moving and Dancing	Hearing and listening	Following instructions when to play and sing		
<p>Exploring the voice and how we use it</p> <p>Using the body to make sounds</p> <p>Using games and activities where children can make decisions in musical games that explore musical elements (loud/quiet)</p> <p>Using objects and instruments to make a sound</p> <p>Developing fine and gross motor skills to play together</p> <p>Explore how instruments can make different sounds and how sounds can be changed (loud, quiet, high, low etc)</p>	<p>Creates sounds using their voice</p> <p>Sing a range of songs and rhymes that children and teachers enjoy together</p> <p>Sing a range of songs that develop children's pitch and rhythm.</p> <p>Sing songs that bring the group together for a purpose in the classroom</p> <p><u>Pentatonic</u></p> <p><u>Soh-me songs</u> Copy-Cat</p> <p><u>Do re mi songs</u> Rain is falling down Hot cross buns</p> <p><u>Soh me lah songs</u> Mousey mousey Rain rain go away 5 little monkeys swinging... tree</p> <p><u>Do re mi soh</u> Swing me over the water Little teddy dances</p> <p><u>Spoken rhymes/chants</u> Slowly, slowly... snail</p>	<p>Moving to music, songs and rhymes</p> <p>Copying/creating actions to songs and rhymes</p> <p>Feeling and internalising pulse by moving to different tempo</p> <p>Exploring different sounds around us</p> <p>Stopping and starting to music</p> <p>Exploring emotions - how it makes us feel</p>	<p>Describing the sounds we hear in music</p> <p>Exploring what makes the sounds we hear</p>	<p>Starting and stopping signals</p> <p>Playing and making sounds louder and quieter, faster and slower</p> <p>Walking and stomping at different tempos</p>	<p>Listening and learning from children's musical experiences outside of school</p> <p>Encouraging children to share what they enjoy, linked to previous learning, and they want to repeat</p> <p>Encourage children to share their ideas in class</p>	<p>Music</p> <p>Singing</p> <p>Voice</p> <p>Fast</p> <p>Slow</p> <p>Loud</p> <p>Quiet</p> <p>Stamp</p> <p>Clap</p> <p>Tap</p> <p>Listen</p> <p>Stop/Freeze</p> <p>Go</p>


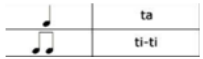
# Foundation

Exploring and playing	Vocalising and singing	Moving and Dancing	Hearing and listening	Following instructions when to play and sing		Tempo: rate/speed/fast/slow Dynamics: loud/quiet (Pianissimo, piano, forte, fortissimo) Rhythm Pattern Timbre Pitch: high/low Texture Duration: long/short
<p>Exploring the voice and how we use it</p> <p>Using the body to make sounds</p> <p>Using games and activities where children can make decisions in musical games that explore musical elements</p> <p>Using objects and instruments to make a sound</p> <p>Developing fine and gross motor skills to play together</p> <p>Explore how instruments can make different sounds and how sounds can be changed (loud, quiet, high, low etc)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli - train journey, pictures, stories etc</p>	<p>sing a range of songs that children and teachers enjoy together</p> <p>sing a range of songs that develop children's pitch and rhythm.</p> <p>Sing songs that bring the group together for a purpose in the classroom</p> <p><u>Soh-me songs</u> Copy Cat</p> <p>Do re mi songs</p> <p>Soh me lah songs</p> <p>Pentatonic</p>	<p>Moving in time to the music</p> <p>Feeling and internalising pulse by moving to different tempo</p> <p>Exploring different sounds around us</p> <p>Stopping and starting to music</p> <p>Exploring emotions - how it makes us feel</p> <p>Creating characters and movements based on the music</p>	<p>Discuss how what we hear makes us feel</p> <p>Describing the sounds we hear in music</p> <p>Exploring what makes the sounds we hear</p> <p>Understanding sounds that can tell a story or a visual image etc</p>	<p>Starting and stopping signals</p> <p>Count to 4 in tempo together</p> <p>Counting 4 to start</p> <p>Playing and making sounds louder and quieter</p> <p>Walking and stomping in time at different tempos</p> <div data-bbox="1406 638 1662 785" style="text-align: center;">  <p>The image shows two hand diagrams. The top diagram shows a hand with the thumb extended, labeled 'SOL' in red. The bottom diagram shows a hand with the index finger extended, labeled 'MI' in red.</p> </div>	<p>Listening and learning from children's musical experiences outside of school</p> <p>Encouraging children to share what they enjoy, linked to previous learning, and they want to repeat</p> <p>Encourage children to share their ideas in class</p> <p>Expressing emotions through playing and listening to music</p> <p>Choosing music to play and listen to in school</p>	











Composing and performing	Singing	Music appreciation	Evaluation of music	Following a conductor	Communicating ideas	Vocabulary
<b>YEAR 1</b>						
Use instruments to perform Clap short rhythmic patterns. Repeat short rhythmic and melodic patterns. Make different sounds with my voice and with instruments. Choose sounds to represent (tuned and untuned) different things. Make a sequence of sounds.	Make different sounds with my voice Use my voice to speak, sing and chant.	Respond to different moods in music	Say whether I like or dislike a piece of music. (Live and recorded)	Follow instructions about when to play and sing.		Tempo: rate/speed/fast/slow Dynamics: loud/quiet (Pianissimo, piano, forte, fortissimo) Rhythm Timbre Pitch: high/low Texture Duration: long/short
<p><b>Rhythm Games</b> Clapping around the circle Actions in time Clapping names Syllables Question and answer</p> <p><b>Tempo</b> Clap in a steady pulse Follow the teacher - clapping changing tempo Keeping the pulse Difference in tempo - link to walk, jog, run Sing songs at different speeds Pass around the bean bag</p> <p><b>Pitch</b> Rollercoaster - singing pitch linked to rollercoaster track. Up and down in the lift</p>	<p><b>Learn chants with a steady pulse</b> <b>Singing songs in unison</b> Sing songs in different ways and discuss the effects Sing back phrase that children have listened to Sol-fa: Singing do, re, mi</p> <p><b>Timbre</b> Create sound effects with your voice. How many sounds can you make with your voice?</p> <p><b>Songs</b> <b>Do Re Me Songs</b> Here we go, nice and slow Davy, Davy Dumpling Pease pudding hot Hannah Banty Make the porridge Hot cross buns</p>	<p>Listen to <b>short</b> extracts from a variety of styles, genres and tradition Listen to pieces that describe - The sea, fireworks, animals etc</p> <p><b>Things to listen out for:</b> Instruments heard Sounds that are in the environment</p> <p><b>Things to do:</b> Describe sounds Recognise pulse in the music Tap shoulder, knees, hands in time to the beat Sing a phrase and tap the rhythm of the words Sing back melody that has been heard Describe moods created by the music What makes it feel like that?</p>	<p>What was good about the music?</p> <p>How did the music sound different?</p> <p>Was it better this way?</p> <p>How could it be improved?</p> <p>How does listening to the song make you feel?</p> <p>How would you describe the.....?</p>	<p>Following a leader to start and stop the piece at the correct time</p> <p>Follow the shape of the melody by the leader's hand gestures Louder and softer signs (up and down hands), faster and slower</p> <p>Following hand signs for do re mi and so</p>	<p>Encourage children to share their ideas</p>	
						

<p><b>Playing</b> Hands on experience with playing tunes and untuned instruments Introduce xylophone or metallophone or glocks Explore different ways to play the instruments Contribute ideas to make a class composition Create a piece through body percussion Create music in response to stimulus: Poem, picture, symbols Illustrate stories Select appropriate sounds to fit Tap out words and phrases linked to other curriculum areas Make long and sort sounds</p> <p><b>Performing</b> Share music with each other</p>	<p>Jeremiah blow the fire Sailor, sailor I have lost my wardrobe key Go round the mountain</p> <p><b>So Me Songs</b> Cobbler cobbler Hi, hi me oh my Mary Ann Snail, snail 1, 2 tie my shoe Star light, star bright Here I come Cuckoo What are you?</p> <p><b>Songs and Singing games</b> <b>KS1 (T Drive)</b></p>	<p>Move in time to the music</p> <p><b>Features</b> Identify features: Loud/quiet Fast/slow High/low Pulse Rhythm Sound effects Long and short sounds Longer/shorter</p>				
<p><b>Composing and performing</b></p>	<p><b>Singing</b></p>	<p><b>Music appreciation</b></p>	<p><b>Evaluation of music</b></p>	<p><b>Following a conductor</b></p>	<p><b>Communicating ideas</b></p>	<p><b>Vocabulary</b></p>

















# YEAR 2

<p>Perform simple patterns and accompaniments, keeping a regular pulse. Play simple rhythmic patterns on an instrument. Sing or clap, increasing and decreasing tempo. Order sounds to produce a beginning, middle and end. Create music in response to different starting points (tuned and untuned) Choose sounds which create an effect <b>Improve my own work.</b></p>	<p>Sing and follow a melody Sing increasing and decreasing tempo.</p>	<p>Listen with increased concentration out for particular things when listening to music.</p>	<p>Say whether I like or dislike a piece of music. (Live and recorded)</p>	<p>Follow instructions about when to play and sing.</p>		<p>Pattern Music Song Listen High Low Fast Slow Dynamics: Loud/Quiet (Pianissimo, piano, forte, fortissimo, crescendo)</p>
<p><b>Rhythm Games</b> Recognise pulse Clapping names Syllables Question and answer Reading rhythms 4 beats Saying ta, ti of sh</p> <p><b>Tempo</b> Clap in a steady pulse Follow the teacher - clapping changing tempo Keeping the pulse Clapping 8 then 4 then 2 then 1 Difference in tempo - link to walk, jog, run Sing songs at different speeds</p> <p><b>Pitch</b> Rollercoaster - singing pitch linked to roller-coaster track. Up and down in the lift</p> <p><b>Playing</b> Hands on experience with playing tunes and untuned instruments - how are sounds made, how are instruments held, recognising vibrations</p>	<p><b>Songs in unison</b> <b>Think about phrases and when to breathe</b> Sing songs in different moods - loud, quiet, fast, slow Sing in tune with a limited pitch Sing back phrase that children have heard</p> <p><b>Songs</b> <b>Do So Songs</b> Robin Hood Intercity shuttle Up to the town Rain on the green grass Here's my instrument Tommy on the rail road Jelly on a plate Rock the baby Lullaby Drawing smiley faces</p> <p><b>Do Re Me So Songs</b> Listen, listen Mary had a little lamb Foxy running Down came Johnny Who has the button Little Arabella I have a dog</p>	<p>Listen to <b>short</b> extracts from a variety of styles, genres and tradition</p> <p>Listen to pieces that describe - The sea, fireworks, animals etc</p> <p><b>Things to listen out for:</b> Instruments heard Sounds that are in the environment</p> <p><b>Things to do:</b> Describe sounds Recognise pulse in the music Tap shoulder, knees, hands in time to the beat Sing a phrase and tap the rhythm of the words Sing back melody that has been heard Describe moods created by the music</p> <p><b>Features</b> Identify features: Loud/quiet Fast/slow High/low Pulse Rhythm Sound effects</p>	<p>What was good about the music?</p> <p>How did the music sound different?</p> <p>Was it better this way?</p> <p>How could it be improved?</p> <p>What do you like about the music?</p> <p>How does listening to the song make you feel?</p> <p>How would you describe the.....?</p>	<p>Following a leader to start and stop the piece at the correct time</p> <p>Louder and softer signs (up and down hands), faster and slower</p> <p>Following hand signs for do re mi so</p> 	<p>Describe, name and group instruments</p> <p>Suggest instruments that would make a particular sound</p> <p>Use symbols to represent the sounds - high, low, fast, slow</p> 	

















<p>Explore different ways to play the instruments</p> <p>Transfer rhythm of songs onto instruments</p> <p>Create music in response to stimulus: Poem, picture, symbols Select appropriate sounds to fit</p> <p>Explore the effect of silence (rest)</p> <p>Create rhythmical patterns linked to the cards - 4 beats</p> <p>Make up three note tunes do re mi - how can these be noted down (doesn't need to be correct notation)</p> <p><b>Performing</b> Perform to others</p>	<p>Hush little baby Hammering here</p> <p><b>Songs and Singing games</b> KS1 (T Drive)</p> <p><b>Counting songs</b> <b>Chants</b> <b>(avoid pop)</b></p>	<p>Long and short sounds Longer/shorter</p>				
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Composing and performing	Singing	Music appreciation	Evaluation of music	Following a conductor	Communicating ideas	Vocabulary						
<b>YEAR 3</b>												
<p>Play clear notes on instruments. Use different elements in my composition. Create repeated patterns with different instruments. Compose melodies and songs. Create accompaniments for tunes. Combine different sounds to create a specific mood or feeling.</p>	<p>Sing a tune with expression.</p>	<p>Recognise the work of at least one famous composer.</p>	<p>Use musical words to describe what I like and do not like about a piece of music. Improve my work; explaining how it has been improved.</p>	<p>Follow instructions about when to play and sing.</p>	<p>Use symbols to represent sounds. Make connections between notations and musical sounds.</p>	<p>Tune/melody/Chant Dynamics: loud/quiet/piano/forte (Pianissimo, piano, forte, fortissimo) Tempo: fast/slow Pitch: high/low Rhythm Beat Pulse Rest Sequence Repeat String family - violin, cello</p>						
<p><b><u>Pulse and Rhythm Games</u></b> Count in a steady pulse The clock Clapping and saying rhythms cards. Saying rhythm in tas then words</p> <p>Arrange different groups to produce different rhythms. (instruments or body percussion) E.G. Group 1 clap pulse Group 2 clap rhythm</p> <p>Explore and perform a repeated pattern building up layers</p> <p>Maintain own part with an awareness to others</p> <p><b><u>Playing</u></b> Use a range of tuned and untuned instruments</p>	<p><b><u>Songs in unison and rounds. Sing in tune in a group and solo</u></b> <b>Range - Mid C to D octave above</b> <b><u>Singing Games</u></b> <b><u>Clapping Games</u></b></p> <p>Encourage the correct posture when singing. Use voice to create and control sounds - dynamics, volume, pitch. Sing with expression.</p> <p>Rehearse together to improve songs</p> <p>Sing songs from memory</p> <p>Children to recognise the pulse within piece</p> <p>Learn new songs quickly and sing from memory <b><u>Do Re Me So La songs</u></b> Stormy weather Here comes the blue bird</p>	<p>Listen to <b>short</b> extracts from a variety of styles, different traditions and from great composers and musicians</p> <p>Live and recorded music</p> <p>Develop an understanding of the history of music</p> <p>Listen and recall sounds</p> <p>Identify rhythmic patterns, instruments and repetitions of sounds/patterns</p> <p>Think about how sounds can create different effects</p> <p>Identify the different musical elements (See vocabulary list)</p>	<p>Suggest ways in which their own work can be improved</p> <p>Explain ideas and feelings about music</p> <p>Evaluate different kinds of music using a developing musical vocabulary</p> <p>What did you like about the music?</p> <p>How did it make you feel?</p> <p>How would you describe the .....?</p>	<p>Following a leader to start and start the piece at the correct time</p> <p>Louder and softer signs (up and down hands) slower and faster</p> <p>Following hand signs for do re mi fa so la</p> 	<p>Introduce to ta, ti ti and sh (rest)</p> <p>Following rhythm cards - clapping or playing back on an instrument</p> <p>Notation of GDAE for violin</p> <p>Children to make up their own rhythms Record ideas</p> <table border="1" data-bbox="1485 1026 1724 1126"> <tr> <td></td> <td>ta</td> </tr> <tr> <td></td> <td>ti-ti</td> </tr> <tr> <td></td> <td>---</td> </tr> </table>		ta		ti-ti		---	<p>p – piano pp – pianissimo f – forte ff – fortissimo andante – walking pace allegro – fast largo – slow crescendo – getting louder diminuendo – getting quieter rallentando – getting slower accelerando – getting faster</p>
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






















<p>Produce a class composition linked to topics</p> <p>Contribute in a class performance</p> <p>Rehearse as a class</p> <p>Develop ways in which sounds can be combined and used expressively</p> <p>Explore different sounds on different instruments</p> <p>Use ICT to support music composition - 2simple</p> <p>Compose music to accompany a song</p> <p><u>Perform</u> Share music with others</p>	<p>Tom cats, alley cats Two little sausages Hogs in the garden Green gravel Rocky mountain Bow wow wow</p> <p><u>Rounds</u> Flying around book</p>					
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Composing and performing	Singing	Music appreciation	Evaluation of music	Following a conductor	Communicating ideas	Vocabulary										
YEAR 4																
Perform a simple part rhythmically. Improvise using repeated patterns.	Sing songs from memory with accurate pitch.	Explain why silence is often needed in music and explain what effect it has. Identify the character in a piece of music. Begin to identify the style of work of Beethoven, Mozart and Elgar.	Identify and describe the different purposes of music.	Follow instructions about when to play and sing.	Use musical words to describe a piece of music and compositions.	Dynamics: Loud/quiet (Pianissimo, piano, forte, fortissimo) Duration Rhythm Beat Ostinato: repeated pattern Structure Melody Perform Tunefully Pitch: high/low Solo Ensemble posture Orchestra: Percussion, strings, Woodwind, Brass,										
<p>Arrange different groups to produce different rhythms. (instruments or body percussion) E.G. group 1 clap pulse Group 2 clap rhythm Explore and perform a repeated pattern building up layers</p> <p>Maintain own part with an awareness to others</p> <p><u>Playing</u> Use a range of tuned and untuned instruments</p> <p>Produce a class composition linked to topics</p> <p>Contribute to a class/year group performance Rehearse as a class</p> <p>Develop ways in which sounds can be combined and used expressively</p> <p>Explore different sounds on different instruments Compose sequence using notated rhythms</p>	<p><b>Songs in unison and rounds. Sing in tune in a group and solo</b> <b>Range - Mid C to D octave above</b> <b>Singing Games</b> <b>Clapping Games</b> <b>Songs from around the world</b></p> <p>Encourage the correct posture when singing. Use voice to create and control sounds - dynamics, volume, pitch. Sing with expression.</p> <p>Rehearse together to improve songs Sing songs from memory</p> <p>Children to recognise the pulse within piece</p> <p>Learn new songs quickly and sing from memory</p> <p><u>La So Me Songs</u> Bounce high</p>	<p>Listen to <b>short</b> extracts from a variety of styles, different traditions and from great composers and musicians</p> <p>Live and recorded music</p> <p>Develop an understanding of the history of music</p> <p>Listen and recall sounds</p> <p>Identify rhythmic patterns, instruments and repetitions of sounds/patterns</p> <p>Think about how sounds can create different effects</p> <p>Identify the different musical elements</p>	<p>Suggest ways in which their own work can be improved</p> <p>Explain ideas and feelings about music</p> <p>Evaluate different kinds of music using a developing musical vocabulary</p> <p>Think about how venues, occasion and purpose affect the way music sounds</p> <p>How would you describe the .....?</p> <p>What did you like about the music?</p> <p>How did it make you feel?</p>	<p>Following a leader to start and start the piece at the correct time</p> <p>Louder and softer signs (up and down hands) longer and shorter</p> <p>Following hand signs for do re mi so la</p> 	<p>Look at the shape of the melodies and discuss.</p> <p>Read simple notations and play pieces by ear</p> <p>Look at how songs and pieces are structure E.g. Verse chorus - AB</p> <p>Express words and lyrics using voices and instruments</p> <p>Read and begin to write treble clef notation</p> <table border="1" data-bbox="1489 973 1758 1157"> <tr> <td></td> <td>ta</td> </tr> <tr> <td></td> <td>ti-ti</td> </tr> <tr> <td></td> <td>---</td> </tr> <tr> <td></td> <td>tika-tika</td> </tr> <tr> <td></td> <td>too</td> </tr> </table>		ta		ti-ti		---		tika-tika		too	<p>p – piano pp – pianissimo f – forte ff – fortissimo andante – walking pace allegro – fast largo – slow crescendo – getting louder diminuendo – getting quieter rallentando – getting slower accelerando – getting faster</p>
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<p>Improvise and produce melodies DRMSL - CDEGA pentatonic using repeated patterns linked to rhythm notation or songs</p> <p>Produce a class/year group song</p> <p>Use ICT to support music composition - 2simple</p> <p><b><u>Perform</u></b> Prepare and perform for an audience</p>	<p>Lucy Locket Bell horses Tick tock Open wide the door Rain, rain Bye baby bunting Little Sally Saucer Tap, tap, tap</p> <p><b><u>Rounds</u></b> Flying around book</p>					
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Composing and performing	Singing	Music appreciation	Evaluation of music	Following a conductor	Communicating ideas	Vocabulary										
YEAR 5																
Maintain my part whilst others are performing their part. Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music.	Breathe in the correct place when singing.	Contrast the work of a famous composer and explain my preferences.	Use my music diary to record aspects of the composition process. Describe, compare and evaluate music using musical vocabulary. Explain why I think music is successful or unsuccessful. Suggest improvement to my own work and that of others.	Follow instructions about when to play and sing.	Use notation to record and interpret sequences of pitches. Use notation to record compositions in a small group or on my own.	Dynamics: Loud/quiet (Pianissimo, piano, forte, fortissimo) Musician Improvise Timbre Tempo Texture Recall Dynamics Expression Aural Notation: notes Composer posture Orchestra: Percussion, strings, Woodwind, Brass										
<p><b>Pulse</b> Recognise the strong beats in more complex times</p> <p>Layering: 1 x semibreve 2 x minims 4 x crotchets 8 x quavers</p> <p><b>Rhythms</b> Using more complex rhythm Layer different rhythmic patterns over a pulse</p> <p><b>Playing</b> Play instruments with increasing control and accurate rhythm</p> <p>Experiment, improvise and adapt sounds to develop ideas.</p> <p>Explore textures and relationships between sounds</p>	<p><b>Songs in unison, rounds and two parts.</b> <b>Songs from other cultures</b> <b>Sing in tune in a group and solo</b> <b>Range – Mid C to D octave above</b></p> <p>Encourage the correct posture, breathing and sound projection when singing. Breathe in agreed places. Sing with increased control, fluency and confidence Sing with clear diction, phrasing and expression Sings songs in different metres</p> <p>Rehearse together to improve songs</p> <p>Sing songs from memory and with good control of pitch</p> <p><b>Rounds</b></p>	<p>Listen for an increased time to longer pieces</p> <p>Identify musical features (see vocab list)</p> <p>How are the sounds, images, lyrics used to create different moods?</p> <p>Identify different music and meters</p> <p>Explore and describe own ideas and feelings about music</p>	<p>Recognise the role children play in performance and being aware of contribution: Leading role Taking a solo part Providing support: Rhythmic Accompaniment</p> <p>Recognise how to improve the music to reach a desired effect.</p> <p>Compare work with others. How are they similar? Different?</p> <p>Improve performance through listening and analysing</p> <p>Describe. Compare and evaluate different styles of music</p> <p>Were all the parts balanced? Could we hear them all?</p>	<p>Following a leader to start and start the piece at the correct time</p> <p>Louder and softer signs (up and down hands) longer and shorter</p> <p>Use sol fa</p> 	<p>Notation - Treble clef Follow a part and play</p> <p>Read and write treble clef notation</p> <p>Look at the shape of the melodies and discuss.</p> <p>Read simple notations and play pieces by ear</p> <p>Look at how songs and pieces are structure E.g. Verse chorus - AB Express words and lyrics using voices and instruments</p> <table border="1" data-bbox="1487 1173 1749 1353"> <tr> <td></td> <td>ta</td> </tr> <tr> <td></td> <td>ti-ti</td> </tr> <tr> <td></td> <td>---</td> </tr> <tr> <td></td> <td>tika-tika</td> </tr> <tr> <td></td> <td>too</td> </tr> </table>		ta		ti-ti		---		tika-tika		too	<p>p – piano pp – pianissimo f – forte ff – fortissimo andante – walking pace allegro – fast largo – slow crescendo – getting louder diminuendo – getting quieter rallentando – getting slower accelerando – getting faster</p>
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<p>Perform a cyclic pattern (rhythmic phrase structured, layered and repeated) Samba drumming African Djembe drumming</p> <p>Perform parts from memory and reading notation</p> <p>Create music to display different moods</p> <p><u>Chords</u> What is a chord? Why are chords used? C, F and G chords to accompany - instruments/voice</p> <p><u>Performing</u> Rehearse with others to achieve high quality performance</p> <p><u>ICT</u> Use of ICT to change and manipulate sounds</p>	<p>Identify how the rounds fit together - looking at phrases Perform confidently Be aware of the other parts</p>		<p>What did you notice about the ..... section?</p>			
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Composing and performing	Singing	Music appreciation	Evaluation of music	Following a conductor	Communicating ideas	Vocabulary																				
YEAR 6																										
Perform parts from memory. Take the lead in a performance. Use a variety of different musical devices in my composition (including melody, rhythms and chords).	Sing in harmony confidently and accurately.	Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times have had on people of that time.	Evaluate how the venue, occasion and purpose affects the way a piece of music is created.	Follow instructions about when to play and sing.	Use notation to record groups of pitches (chords).	Dynamics: Loud/quiet (Pianissimo, piano, forte, fortissimo) Tempo Timbre Texture Silence Structure Form Mood Effects Composer Chord Ensemble Melody Accompaniment Arpeggio Ostinato Canon Drone Harmony Notation: notes Posture Orchestra: Percussion, strings, Woodwind, Brass																				
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<p><b>Chords</b> Build on knowledge of chords C, F, G, Am and Dm chords to accompany - instruments/voice</p> <p><b>ICT</b> Use of ICT to change and manipulate sounds</p>	<p>Identify how the rounds fit together - looking at phrases Perform confidently Be aware of the other parts</p>					