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|  | **UNIT 1**  **AUTUMN 1**  **HANDS, FEET, HEART** | **UNIT 2**  **AUTUMN 2**  **HO HO HO** | **UNIT 3**  **SPRING 1**  **I WANNA PLAY IN A BAND** | **UNIT 4**  **SPRING 2**  **ZOOTIME** | **UNIT 5**  **SUMMER 1**  **FRIENDSHIP SONG** | **UNIT 6**  **SUMMER 2**  **REFLECT, REWIND AND REPLAY** |
| **Listen and Appraise** | To listen to the piece of music, identifying what you can hear (naming at least 2), style, and how the song is put together. | To listen to the unit song and understand that songs have a musical style (Rap). | To listen to the music and understand that this unit’s style is ‘Rock’. Find out about the songs. | To listen to the music and understand that this unit style is ‘Reggae’. Find out facts and research history. | To listen to the music and discuss the stories behind the songs, understanding that they are about friendship. | To listen to classical music and discuss – What can you hear? How does it make you feel? How old do you think the music is? Research the pieces facts and history. |
| **Pulse, Rhythm, Pitch etc.** | To know that rhythm is different to pulse and copy back rhythms using clapping and percussion on untuned instruments. | To know how to clap long and short rhythms and understand ‘Pitch’, high and low sounds, we add to the pulse, | To know how to freestyle, finding the pulse and clap a variety of rhythms. | To know how to create their own rhythms for the class to copy back, and understand high and low sounds (pitch), we add to the pulse and rhythm when we sing/play an instrument. | To decide how to find the pulse, clap back the rhythms. Use words to create your own rhythms. |  |
| **Music Theory** |  |  |  |  |  | To have a basic understanding of pulse, duration, stave, clefs, notes, and tempo. |
| **Singing** | To recognise that songs sometimes have a question, and answer section and a chorus. | To be able to sing and rap together, in time. | To be able to sing and dance together, using actions. | To be able to sing and dance together, in time, and create actions to perform with the song. | To know how to sing in two parts, and in time with each other. | To know and understand why we need to warm-up our voices and confidently know and sing 5 songs from memory. |
| **Listen Out!** |  |  |  |  |  | To listen to a musical extract, hear which instruments and voices are heard in the piece. |
| **Playing an Instrument** | To know how to play a tuned instrument accurately, and in time. Playing notes G, A, C and know some names of untuned instruments. | To know how to play an instrumental part, on a glockenspiel, playing in time with a steady pulse, using notes G, A, B | To know how to play an instrument accurately, and in time, using notes C, D | To know how to play an instrument accurately, and in time, using notes C, D confidently and know how to play along with a backing track. | To know how to play an instrument accurately and in time, using notes E, G, D (Easy and medium part) |  |
| **Improvisation** | To know how to improvise using note C, by listening and clapping, and to understand this is when we make up their own tune. |  | To know how to improvise by listening to the riffs and play them back, using notes F, G and make up your own. | To know how to improvise using notes C, D and begin to add these into a performance. | To know how to improvise using notes C, D, taking turns. |  |
| **Composing** | To know how to create a simple composition using notes G, F, E, D. | To know how to compose using words, creating a rap with the class. | To know how to create a simple composition, using notes F, A, G, as a whole class and small groups. | To know how to create a composition, using 1, 2 or 3 notes. Compose a simple melody and add to a performance. | To know how to compose a simple melody, using notes E, G, A, C, D, in pairs and perform these to the class. | To create a composition, as a whole class or groups and play this to the class. |
| **Performance** | To be able to perform with the whole class. | To perform the ‘Ho Ho Ho’ rap, including the instrumentals and composed rap. | To perform the song and share it with an audience. | To perform the song and look back on the performance, saying what they liked best about it. | To perform the song and explain how they feel during a performance | To choose a song they have learned from the scheme and perform it. |