|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **UNIT 1****AUTUMN 1****LET YOUR SPIRIT FLY** | **UNIT 2****AUTUMN 2****GLOCKENSPIEL 1** | **UNIT 3****SPRING 1****THREE LITTLE BIRDS** | **UNIT 4****SPRING 2****THE DRAGON SONG** | **UNIT 5****SUMMER 1****BRINGING US TOGETHER** | **UNIT 6****SUMMER 2****REFLECT, REWIND AND REPLAY** |
| **Listen and Appraise** | To listen to a piece of music identifying the introduction, verse, and chorus. |  | To listen to the music, identifying the structure, instruments, voices, and the style of Reggae. | To listen to the songs, identifying themes within the song and be able to explain how the words and music tell a story. | To listen to the music, identifying instruments, voices, style, and create a story in your imagination using the music. Discussing facts about the song and how it makes you feel. | To listen to a selection of music, research and discuss facts and history behind the piece. |
| **Pulse, Rhythm, Pitch etc.** | To know how to find and demonstrate the pulse and copy and play back rhythm patterns. |  | To know how to copy back, play, invent rhythmic and melodic patterns, with and without notation. | To know how to copy rhythm patterns confidently, using notes G, A, with notation. | To identify funky rhythms, tempo changes and dynamics, copying back rhythmic and melodic patterns using notes C, A, with notation. | To understand 2, 3 and 4 beat time signatures, using ‘Rhythm Grids’, as a whole class. |
| **Music Theory** |  | To learn, know and understand the language of music – stave, treble clef, bars, minims, minim rests, crochet, crochet rest, semibreve, semibreve rest. |  |  |  | To know, identify and use a variety of musical language (pulse, quavers, stave, treble clef etc), to embed learning. |
| **Singing** | To sing in two parts and show awareness of being ‘in tune’. |  | To sing in unison and understand what unison means and demonstrate a good singing posture. | To sing in two parts confidently, listening to each other, recognising introduction, verse, chorus. | To continue to sing in unison as part of an ensemble or large group, focusing on timing and pronunciation of words. | To know that songs can make you feel different things – happy, energetic or sad. |
| **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 instrumental parts accurately, using notes F, G, C, by ear. | To learn and know at least 5 pieces of music on the glockenspiel, using notes C, D, E, F, with confidence. | To know how to play the glockenspiel confidently, using notes G, A, C and begin to play these on the recorder. | To know how to play the ‘Easy’ and ‘Medium’ instrumental parts confidently by ear and develop knowledge of notation, using notes G, A, B | To continue to develop confidence when playing instrumental parts accurately and in time as part of a performance, using notes G, A, C. |  |
| **Improvisation** | To know how to improvise using notes C, D, by listening and copying back. | To know how to improvise with ‘Dee Cee’s Blues’, using notes C, D. | To know how to improvise as part of a performance using notes C, D | To know how to improvise in lessons by listening and playing your own answer, using notes G, A, B | To know how to improvise in lessons, using notes C, A and in pairs. |  |
| **Composing** | To know how to compose a simple melody, with simple rhythms, using notes C, D, E. Play and perform to friends.  | To know how to compose using notes C, D, E, F. | To know how to plan and create a simple melody, using simple rhythms and at least 3 different notes. | To know how to create a simple melody, making decisions on pulse, rhythm, and pitch | To know how to compose a melody, using rhythms and use these as part of a performance, using notes C, D, E, G, A (pentatonic scale) | To know how to create your own percussion pattern, using ‘Percussion Writer’, as a whole class. |
| **Performance** | To contribute to a performance by singing and playing an instrumental part. | To perform using improvisations, instrumental performances, and compositions. | To contribute towards a performance by singing or playing an instrumental part confidently. | To contribute to a performance by singing, playing an instrumental part, or improvising. | To contribute to a performance by singing, playing an instrumental part, and performing their composition. | To choose a favourite song from the unit, explaining how it makes them feel.  |