



St Breock School Music Curriculum

Music National Curriculum Requirements

KS1

Pupils should develop knowledge about –

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

They should –

Be able to 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.

KS2

Pupils should –

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

They should –

- 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

St Breock Music Curriculum Strands

Singing

Listening

Composing

Performing

St Breock Music sequence of Knowing Nursery to Y6

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Aut 1	Let's be friends. 1.Can children sing the shape of the tune? 2.Can children imitate the actions of musicians? 3.Can children identify an instruments sound and/or describe the sound of instruments (e.g. scratchy/ soft sound etc.)? 4.Can children pass their instrument quietly in time to the pulse of the music? 5.Can children work co-cooperatively and take turns?	I've got a grumpy face. 1.Can children listen to the words of the song and join in with actions? 2.Can children tap in time to the beat of the song? 3.Can children recognise feeling or emotion and describe it in words or movement? 4.Can children join in with a call and response singing game? 5.Can children contribute ideas for new lyrics or actions?	Colonel Hathi's March 1.Can children march and sing in time with the elephants? 2.Can children Understand that instruments can have different timbres? 3.Can children describe the features of a march, naming the instruments? 4.Can children compose and perform march music? 5.Can children listen and respond to classical music from a ballet? 6.Can children perform a dance to Toy Soldiers from the Nutcracker?	Minibeasts. 1.Can children choreograph movement and perform to Minibeast song 1? 2. Can children choreograph movement and perform to Minibeast song 2? 3.Can children sing with clear dictation and smooth style? 4.Can children play an accompaniment o tuned percussion? 5.Can children compose minibeast sound effects? 6.Can children perform as a class ensemble? Listen Flight of the Bumblebee – Korsakov The Wasp Overture - Williams	I've been to Harlem. 1.Can children listen to the shape of the melody and represent the pitches using body ladder action? 2.Can children listen and talk about two songs which use the pentatonic scale. 3.Can children Sing in a call and response, holding notes at the end of phrases? 4.Can children invent three note melodic ostinatos to accompany song? 5.Can children keep a rhythm using a firm plastic cup to play along to song. 6.Can children perform the song in unison, in a round and with accompaniment.	This little light of mine. 1.Can children improvise with their voice on the notes of the pentatonic scale? 2.Can children sing in Gospel style with expression and dynamics? 3/4.Can children play a bass part and rhythm ostinato? 5.Can children sing Part1 of a partner song rhythmically? 6.Can children listen and move in time to songs in a Gospel style?	Space BBC Ten Pieces 1.Can children listen and describe a piece of music? 2.Can children learn two asymmetrical ostinatos? 3.Can children invent new ostinatos in a march style? 4.Can children structure two pieces of music into one larger piece? 5.Can children follow a diagram to create Holst's coda? 6.Can children create musical motifs to describe a	Touch the Sky 1.Can children learn about traditional Scottish folk music and identify some instruments? 2.Can children develop their understanding of the ¾ time signature through clapping games? 3.Can children copy different ¾ rhythms and be able to recognise one specific rhythm? 4.Can children play and improvise different ¾ rhythms on a tuned instrument? 5.Can children play rhythmic patterns in ¾ time on a variety of notes?

	<p>6.Can children create music based on a theme?</p> <p>7.Can children listen and respond to others in the group music making?</p> <p>Listen Rhapsody in blue – Gershwin Just a closer walk with thee – Doreen Ketchens Somewhere over the rainbow - Israel 'IZ' Kamakawiwo'ole</p>	<p>6.Can children explore sounds to use different voices or instruments for feelings and emotions.</p> <p>Listen The Imperial March from Star Wars – John Williams Dance of the Sugar Plum Fairy – Tchaikovsky</p> <p>Key vocab Pitch, structure, timbre, tempo</p>	<p>Listen Colonel Hathi's March – Jungle Book. March of the Toy Soldiers – Nutcracker.</p> <p>Key vocab Duration, pitch, tempo, timbre – tuned & untuned</p>	<p>Key Vocab Pitch, tempo, timbre, choreography</p>	<p>Listen Peer Gynt Suite No.1 I've been to Harlem Tongo Siren Born to be wild</p> <p>Key vocab Pitch, structure, tempo, texture, ostinato, pentatonic.</p>	<p>Listen This little light of mine – Rosetta Thorpe. What kind of man is this – Ray Charles. I say a little prayer – Aretha Franklin. Every Praise – H. Walker Shackles – M.Mary.</p> <p>Key Vocab Pitch, structure, tempo, timbre, texture, pentatonic</p>	<p>new planet? Play and perform it?</p> <p>Listen Mars from the Planets Suite – Holst</p> <p>Key Vocab Coda Crescendo Motif Ostinato</p>	<p>6.Can children create, perform and record an arrangement of the Skye Boat Song and Touch the Sky?</p> <p>Listen My bonnie lies over the ocean. Poverty knock. Touch the sky. Siren. Sing a new song. Four white horses. On your marks. A young Austrian. Skye boat song.</p> <p>Key Vocab Duration Pitch Structure Tempo Timbre Texture</p>
Aut 2	<p>This is me 1.Can children sing the shape of the tune by mobbing their voice up and down?</p> <p>2. children come up with actions or movements to go with the lyrics/?</p> <p>3.Can children play their instrument in time to the music?</p> <p>4.Can children pass their instrument quietly in time to the pulse of the music?</p> <p>5.Can children create music based on a theme?</p> <p>6. Can children work in two groups with different 'jobs' to do?</p> <p>Listen Roaring Waves – Rosie Bergonzi</p>	<p>The Sorcerer's Apprentice. 1.Can children sing Alice the Camel and talk about the speed?</p> <p>2.Can children Respond to the Sorcerer's Apprentice by talking about it?</p> <p>3.Can children talk about percussion instruments?</p> <p>4.Can children explore percussion instruments?</p> <p>5.Can children know and retell the story of Fantasia?</p> <p>6.Can children create a musical story map of Fantasia</p> <p>Listen Fantasia – Disney</p> <p>Key vocab Duration, dynamics</p>	<p>Magical Musical Aquarium. 1.Can children experiment with timbre of percussion?</p> <p>2.Can children create an aquarium soundscape using percussion?</p> <p>3.Can children Draw graphic symbols to represent their music in a score?</p> <p>4.Can children perform a class magical aquarium piece, record it, listen back and talk about it?</p> <p>5.Can children create a chime bar accompaniment using note C?</p> <p>6.Can children record a performance of the full piece – composition, song and accompaniment?.</p> <p>Listen</p>	<p>Composing music using birdsong. 1.Can children create short motifs sing body percussion?</p> <p>2.Can children follow a conductor?</p> <p>3.Can children Invent a short motif using percussion?</p> <p>4.Can children use a number system to create structure to music?</p> <p>5.Can children provide improvised solos over an accompaniment?</p> <p>6.Can children structure their ideas to make one class performance?</p> <p>Listen The lark ascending – Williams</p> <p>Key Vocab Motif, conductor</p>	<p>Nao Chariya de/Mingulay boat song. 1.Can children learn about folk music?</p> <p>2.Can children sing a Scottish folk song?</p> <p>3..Can children Learn about Bengali folk music?</p> <p>4.Can children compare Scottish & Bengali folk music?</p> <p>5.Can children develop ideas for a school folk song?</p> <p>6.Can children write new lyrics to folk tune?</p> <p>Listen Skye Boat song. Mingulay boat song Nao Chariya de</p> <p>Key Vocab Traditional song Composed song</p>	<p>The Pink Panther. 1.Can children improvise with their voice on the notes of the pentatonic scale?</p> <p>2.Can children sing in Gospel style with expression and dynamics?</p> <p>3/4.Can children play a bass part and rhythm ostinato?</p> <p>5.Can children sing Part1 of a partner song rhythmically?</p> <p>6.Can children listen and move in time to songs in a Gospel style?</p> <p>Listen/Move This little light of mine – Rosetta Thorpe. What kind of man is this – Ray Charles. I say a little prayer – Aretha Franklin. Every Praise – H. Walker Shackles – M.Mary.</p>	<p>Rosewood Percussion - Jumbie Jams 1.Can children Use tuned instrument to play scale?</p> <p>2. Can children practise an exercise using both hands travelling up and down the scale?</p> <p>3. Can children practise playing from ear?</p> <p>4.Can children Practise playing from staff notation?</p> <p>5. Can children practise playing melody?</p> <p>6.Can children practise playing melody with piano. Rehearse and record?</p>	<p>Singing for performance – Nine Lessons and Carols service. 1.Can children develop knowledge and understanding of the origins and history of songs chosen for performance?</p> <p>2.Can children learn melody and harmony to perform?</p> <p>3.Can children learn parts of two/three part harmonies to perform and have the opportunity to perform a solo?</p> <p>4.Can children create rhythmic backing to songs?</p> <p>5.Can children organise and rehearse for performance?</p>

	<p>The Enigma Variations – Edgar Elgar No place like – Kerry Andrews</p>		<p>Aquarium – Carnival of the animals.</p> <p>Key vocab Dynamics, compose, graphic symbol</p>			<p>Key Vocab Duration, dynamics</p>	<p>Key vocab Duration, pitch, structure, timbre</p>	<p>6.Can children take part in final performance?</p> <p>Listen Chosen music for Nine Lessons and Carols service.</p> <p>Key Vocab Melody Harmony Two part harmony</p>
Spr1	<p>Travel & movement</p> <p>1.Can children clap the rhythm of the words they are using?</p> <p>2.Can children listen, respond, and vocalise chants with others?</p> <p>3.Can children combine singing with movement?</p> <p>4.Can children perform a song with others and move to the music?</p> <p>5.Can children perform in two groups with a different musical task?</p> <p>6.Can children create music bas dona theme e.g flying?</p> <p>Listen William Tell Overture – Rossini We know the way – Moana Field Trip – Finding Nemo</p>	<p>Witch Witch.</p> <p>1.Can children invent their own Witchy call and response phrase?</p> <p>2.Can children play the Witch Witch circle game whilst singing the song?</p> <p>3.Can children change their voices to suit different characters?</p> <p>4. Can children invent a response for their character?</p> <p>5.Can children make scratchy sounds on untuned percussion?</p> <p>6.Can children use tuned percussion to play an accompaniment?</p> <p>Listen Witch Witch teaching video</p> <p>Key vocab Texture</p>	<p>Musical Conversations.</p> <p>1.Can children develop confidence playing an instrument?</p> <p>2.Can children make up short musical sentences?</p> <p>3.Can children follow a score?</p> <p>4.Can children work in groups to create a musical composition?</p> <p>5.Can children know how graphic symbols can represent sound?</p> <p>6.Can children perform the composition of another group following their score?</p> <p>Listen Duelling Banjos – A.Smith</p> <p>Key Vocab Improvise, graphic score</p>	<p>Grandma Rap.</p> <p>1.Can children mark the pulse and learn the actions to Grandma Rap?</p> <p>2.Can children learn the words and practise pitch pencils?</p> <p>3.Can children Perform song on video?</p> <p>4.Can children recognise ‘walk’ and ‘jogging’ duration with notation?</p> <p>5.Can children create 4 beat rhythms using a rhythm grid?</p> <p>6.Can children create a loop backing to accompany rap performance?</p> <p>Listen Marble Machine- Molin Supercalifragilisticexpialidocious – Sherman</p> <p>Key Vocab Crotchet, quavers, crotchet rest</p>	<p>Latin Dance.</p> <p>1.Can children get the rhythm of salsa into their bodies through movement?</p> <p>2.Can children learn to play the chords of A minor and F major?</p> <p>3.Can children practise the basic steo and side steps of salsa dance and learn Step 3 ‘the fifth position break’?</p> <p>4.Can children learn about the music and dances of Cuba?</p> <p>5.Can children invent short rhythm patterns to add to instrumental sections?</p> <p>6. Can children play, sing and dance in a class performance of Latin dance?</p> <p>Listen/watch El Manisero – Don Azpiazu Despacito – Strictly Come Dancing. Chan, chan – Compay Segundo. Quimbara – Celia Cruz.</p> <p>Key Vocab Duration, style, Latin, Salsa.</p>	<p>My fantasy football team.</p> <p>1.Can children improvise with their voice on the notes of the pentatonic scale?</p> <p>2.Can children sing in Gospel style with expression and dynamics?</p> <p>3/4.Can children play a bass part and rhythm ostinato?</p> <p>5.Can children sing Part1 of a partner song rhythmically?</p> <p>6.Can children listen and move in time to songs in a Gospel style?</p> <p>Listen This little light of mine – Rosetta Thorpe. What kind of man is this – Ray Charles. I say a little prayer – Aretha Franklin. Every Praise – H. Walker Shackles – M.Mary.</p> <p>Key Vocab Diction, articulation</p>	<p>What shall we do with the drunken sailor?</p> <p>1.Can children Sing a sea shanty expressively and with a strong beat?</p> <p>2.Can children Learn a cup rhythm, keeping to the beat of the song and record?</p> <p>3.Can children create accompaniments with bas notes and chords using music tech?</p> <p>4. Can children create accompaniments with bas notes and chords using music tech?</p> <p>5.Can children rehearse performing in small groups?</p> <p>6. Can children rehearse and perform as a whole class?</p> <p>Listen What shall we do with the drunken sailor? Wellerman Sea Shanty medley</p> <p>Key vocab</p>	<p>Hey Mr Miller</p> <p>1.Can children learn Hey Mr Miller?</p> <p>2.Can children learn about swing music?</p> <p>3.Can children learn about scat singing and swing rhythms with Ella Fitzgerald & Duke Ellington?</p> <p>4.Can children play arpeggio scale on chime bar?</p> <p>5.Can children play chromatic scale on chime bar?</p> <p>6.Can children sing and play a class arrangement?</p> <p>Listen Hey, Mr Miller Chattanooga choo choo In the mood Hooked on swing</p> <p>Key vocab Texture</p>

						<p>Global Pentatonic. 1.Can children improvise with their voice on the notes of the pentatonic scale. 2.Can children sing in Gospel style with expression and dynamics. 3/4.Can children play a bass part and rhythm ostinato. 5.Can children sing Part1 of a partner song rhythmically. 6.Can children listen and move in time to songs in a Gospel style.</p> <p>Listen/Move This little light of mine – Rosetta Thorpe. What kind of man is this – Ray Charles. I say a little prayer – Aretha Franklin. Every Praise – H. Walker Shackles – M.Mary.</p> <p>Key Vocab pentatonic scale, melody, phrase, ascending, descending, pitch matching.</p>	Duration, pitch structure, timbre	
Spr 2	<p>Animal Tea Party 1.Can children use their bodies to imitate the animals? 2.Can children wait for musical cues and respond with movement and actions? 3.Can children physically respond to the music by moving their soft toys in time? 4.Can children use their imagination to give their toy a character and voice of their own?</p>	<p>Bird spotting cuckoo. 1.Can children take turns in echoing phrases? 2.Can children explore their voice by copying bird sounds? 3.Can children Identify who is singing with their eyes closed? 4. Can children keep in time with the pulse? 5.Can children listen carefully to</p>	<p>Cat & Mouse. 1.Can children play a singing game with mood and tone changes? 2.Can children copy short rhythm patterns? 3.Can children invent new rhythm patterns? 4.Can children perform a groups piece using composed rhythms? 5.Can children play rhythms from notation? 6.Can children work in groups to compose and notate?</p> <p>Listen</p>	<p>Trains. 1.Can children listen and analyse four pieces of music inspired by travel? 2.Can children learn a short musical motif and change speed and volume? 3.Can children follow a conductor? 4.Can children perform different rhythm durations? 5.Can children layer different rhythm durations? 6.Can children invent their own pattern and structure ideas into a piece?</p>	<p>March from the Nutcracker. 1.Can children explore how music can be analysed through movement, shape and colour? 2.Can children develop a sense of beat and rhythmic pattern through precise movement? 3.Can children explore structure in music and begin to understand rondo form? 4&5.Can children recognise the different sections in a piece of music that form a rondo structure? 6. Can children actively listen to music and respond through movement?</p>		<p>Building a groove 1.Can children Create a drum groove using percussion? 2. Can children create a bassline using music tech? 3.Can children create a riff-based melody using Chrome Music Lab? 4. Can children discuss timbre of music?</p>	<p>Twinkle Variations 1.Can children invent variation to Twinkle using body percussion? 2.Can children orchestrate Twinkle choosing which instruments to play? 3.Can children improvise on top of a repeating bassline? 4.Can children create a new version of Twinkle and structure to a finished piece?</p>

	<p>5.Can children describe the sound of a cello?</p> <p>6. Can children translate words and sounds into rhythms using instruments?</p> <p>Listen The Carnival of Animals - Camille Saint-Saens Its oh so quiet – Bjork Cello Concert in E minor – Edgar Elgar</p>	<p>music to spot the cuckoo?</p> <p>6.Can children listen to classical music and talk/move/draw about how it makes them feel.</p> <p>Listen The Lark Ascending - Williams</p> <p>Key vocab As above</p>	<p>The Mouse Theme – The Gruffalo</p> <p>Key vocab As above</p>	<p>Listen Short ride in a fast machine - Adams The Little Train of Caipira – Villa-Lobos 633 Squadron – Goodwin The Wagon passes – Elgar</p> <p>Key Vocab Duration, dynamics, tempo, conductor</p>	<p>Listen March from The Nutcracker – Tchaikovsky</p> <p>Key Vocab Rondo form Orchestral suite Ballet</p>		<p>5.Can children rehearse as part of a group?</p> <p>6.Can children perform as part of a group?</p> <p>Listen Watermelon Man</p> <p>Key Vocab Rhythm</p>	<p>5. Can children create a new variation and perform it?</p> <p>6. Can children perform to an audience and make a recording?</p> <p>Listen Enigma variations Variations on America Variations on a theme – Hadyn</p> <p>Key Vocab Dynamics Tempo</p>
Sum 1	<p>I've got feelings</p> <p>1.Can children create music, using their body as an instrument?</p> <p>2.Can children lead or be led by their children in their music making i.e conductor?</p> <p>3.Can children experiment with different ways of playing instruments i.e soft, loud.</p> <p>4.Can children accompany the lyrics of the chorus with Makaton signs?</p> <p>5.Can children change some of the words in the song to express what makes them happy?</p> <p>6. Can children distinguish and describe changes in music?</p> <p>Listen Inside Out-Guessing the feeling.</p>	<p>Shake my sillies out.</p> <p>1.Can children know about the steady beat, move as an individual and as a shared action?</p> <p>2.Can children know about changing tempo through an action song?</p> <p>3.Can children replace action words with instrumental sounds?</p> <p>4.Can children play a rhythmic accompaniment on classroom percussion?</p> <p>5.Can children choose instruments to represent different sounds?</p> <p>6.Can children know to play instruments in a performance story?</p> <p>Listen Hippobottymus – Smallman</p> <p>Key vocab As above</p>	<p>Who stole my chickens and my hens?</p> <p>1.Can children copy four beat patterns?</p> <p>2.Can children make up some body percussion sounds for rests?</p> <p>3.Can children play percussion music in place of rests?</p> <p>4.Can children invent new lyrics for the song?</p> <p>5.Can children sing a song alongside body percussion pattern?</p> <p>6.Can children perform their work to an audience?</p> <p>Listen The Pink Panther Theme – Mancini Barwick Green – Wood Humorique – Dvorak</p> <p>Key Vocab Dotted quaver, semi quaver</p>	<p>Swing Along.</p> <p>1.Can children listen actively and mark the beat?</p> <p>2.Can children know how beats can be grouped into patterns?</p> <p>3.Can children create action patterns in 2-3 time?</p> <p>4.Can children move creatively and freely to music using a prop?</p> <p>5&6.Can children listen actively and move stepping a variety of rhythm patterns?</p> <p>Listen Jazz Suite 1-2 – Shostakovich Jazz Suite 2-6 – Shostakovich</p> <p>Key Vocab Metre – beats grouped into patterns 2,3,4 Rhythm</p>	<p>Just three notes.</p> <p>1.Can children recognise and read rhythm notation?</p> <p>2.Can children Compose rhythm patterns using rhythm notation?</p> <p>3.Can children recognise copy, sing and play three pitches CDE?</p> <p>4.Can children create and perform rhythmic patterns on pitched instruments?</p> <p>5.Can children compose and perform ostinatos using three pitches?</p> <p>6.Can children notate, read and follow a score?</p> <p>Listen In C – Terry Riley</p> <p>Key Vocab Score, genre, ostinato</p>	<p>Enchanted Forest</p> <p>1.Can children Meet the flute and learn how to start a note?</p> <p>2.Can children Learn how to hold the flute and play the note B?</p> <p>3.Can children play some games to practise articulation and breath control?</p> <p>4.Can children Practise notes A and B and improvise?</p> <p>5.Can children learn the rhythm notation for a crotchet and two paired quavers?</p> <p>6.Can children perform Enchanted Forest?</p> <p>7.Can children practise playing notes BAG?</p> <p>8.Can children learn part 3 (BAG)?</p> <p>9.Can children put part 2 and part 3 together for verse 1 & 2?</p> <p>10. Can children practise performing part 2 and part 3 for verses 1 & 2?</p> <p>11.Can children create graphic scores that reflect the story and</p>	<p>Keep the home fires burning</p> <p>1.Can children learn verse 1 and chorus of Keep the home fires burning?</p> <p>2.Can children compare musical pieces and learn verse 2?</p> <p>3.Can children sing with expression and appreciation of the song's history and purpose?</p> <p>4.Can children compose a fanfare?</p> <p>5.Can children learn Home Fires fanfare and practise Keep the home fires burning?</p> <p>6.Can children combine the song, composition ideas and home fires fanfare to create a performance?</p> <p>Listen The soldiers march from the Nutcracker. The last post. Canon in D major – Pachelbel.</p>	<p>Race</p> <p>1.Can children create an accompaniment?</p> <p>2. Can children create sound effects to fit with an accompaniment?</p> <p>3. Can children create an extended melody and practise it?</p> <p>4. Can children play a full extended melody and accompaniment?</p> <p>5.Can children learn about and experiment with harmony?</p> <p>6. Can children perform to a film?</p> <p>Listen Chariots of Fire – main theme. Harry Potter – main theme.</p> <p>Key vocab Duration Pitch</p>

						<p>musical structure of the piece? 12.Can children perform Enchanted Forest as a group?</p> <p>Listen The wagtail and the cuckoo – Christiansen Robin (the hooded man) – Clannad Wild Wood – Coker</p>	<p>Keep the home fires burning – Novello. In Flanders Field – McCrae. Dulce et decorum est – Owen.</p> <p>Key Vocab Unison Harmony</p>	
Sum 2	<p>Let's Jam 1.Can children tap the rhythm of their name whilst sounding it out? 2.Can children say their name and tap the drum independently? 3.Can children match the pitch of the leader in call and response? 4.Can children play an instrument on their own? 5.Can children experiment when playing an instrument? 6. Can children play their instruments in an ensemble?</p> <p>Listen Pirates of the Caribbean – Jack Sparrow Theme.</p>	<p>Down there under the sea 1.Can children know a song inspired by sea creatures and take turns singing? 2.Can children make a sea themed soundscape using vocal and body percussion? 3.Can children explore call and response using singing and tuned percussion? 4.Can children sing a song with stepping and jumping notes? 5&6.Can children make a sea themed soundscape using percussion and perform it with the song?</p> <p>Listen Miroirs III – Une barque sur l'océan by Maurice Ravel Aquarium – Carnival of the animals</p> <p>Key vocab Soundscape</p>	<p>Come dance with me. 1.Can children show an understanding of pitch though use of 'pitch pencils' 2.Can children practise echo singing pitch phrases? 3.Can children make a video of their pitch singing? 4.Can children show a sense of beat through stepping in time? 5.Can children play a responsive phrase on tuned percussion? 6.Can children invent new song and play on tuned percussion?</p> <p>Listen Come dance with me. Rain s falling down.</p> <p>Key vocab Stepping notes-AGF Solo</p>	<p>Charlie Chaplin. 1.Can children watch a short film and analyse it? 2.Can children identify instruments which make long and short sounds? 3.Can children create a soundtrack using long and short sounds? 4.Can children identify instruments which play pitches? 5.Can children make a soundtrack which uses high and low sounds? 6.Can children add dynamics to a soundtrack including pitch, duration and volume.</p> <p>Listen The Lion's Cage – Charlie Chaplin film</p> <p>Key Vocab Piano – soft Forte – loud Soundtrack Silent Film</p>	<p>Fly with the stars. 1.Can children play crotchet/quaver patterns using A and C to follow chord changes? 2.Can children learn the chorus of Fly with the Stars? 3.Can children sing the call and response song Tongo with solo parts accompanied by a drone? 4.Can children practise playing note rhythms to the verse and chorus following chord structure? 5.Can children explore accompaniment ideas to add to the song such as chords and rhythm parts? 6.Can children rehearse their arrangement and record a performance of it?</p> <p>Listen Soldiers march – Robert Schumann Supercalifragilisticexpialidocious – Mary Poppins</p> <p>Key Vocab Crotchet Quaver</p>	<p>Key Vocab Minims, semibreves, rests</p>	<p>Composing in ternary form 1.Can children understand and recognise ternary form (ABA)? 2.Can children play and use the pentatonic scale? 3.Can children improvise and control using contrasting tempo and dynamics? 4.Can children notate their ideas to form a simple score? 5.Can children structure their ideas into ternary form? 6.Can children perform their ideas?</p> <p>Listen Empress of the pagodas – Ravel</p> <p>Key Vocab Ternary Pentatonic Score</p>	<p>Nobody Knows 1.Can children learn to sing the melody? 2.Can children learn to sing the harmony and have the opportunity to sing solo? 3.Can children learn to play the melody? 4.Can children learn to play the harmony? 5.Can children learn to play the chord and compose a verse? 6.Can children arrange rehearse, record and reflect on their song?</p> <p>Listen Nobody knows – The Lumineers Bogapila Blinded by your grace</p> <p>Key Vocab Structure Timbre</p>