

AUTUMN	SPRING	SUMMER
<p>TREASURE</p> <p><u>TO PERFORM (Singing)</u></p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody <p>Sing a variety of traditional / counting songs / assembly songs / chanting rhymes eg What shall we do with the drunken sailor?; 10 green bottles (10 careless pirates dancing in the stern?). Make up their own verses</p> <ul style="list-style-type: none"> Follow instructions on how and when to sing. <p>Hold a given note; repeat a simple musical phrase of up to 8 notes (eg scale, up and down; learn a song line by line) respond to a signal to stop or start</p> <ul style="list-style-type: none"> Make and control long and short sounds, using voice <p>Sing single long & short notes; repeated patterns on one note with some long and some short notes; sing loudly, softly, getting louder, getting softer;</p> <p><u>TO COMPOSE</u></p> <ul style="list-style-type: none"> Clap rhythms. <p>Repeat short rhythmic patterns given by teacher or another child Repeat a given rhythmic patterns several times Clap the rhythm of their names – can they find someone else with the same rhythm pattern?</p> <p><u>TO DESCRIBE MUSIC</u></p> <ul style="list-style-type: none"> Identify the beat of a tune. <p>Tap or clap along to songs or pieces of music Move to the beat: walking, moving just arms, dancing</p> <p>Respond to ‘pirate’ music – how does it make them feel?</p>	<p>WORLD KITCHEN</p> <p><u>TO PERFORM (Percussion Instruments)</u></p> <ul style="list-style-type: none"> Follow instructions on how and when to play an instrument. Make and control long and short sounds, using instruments. <p>Play various percussion instruments softly, loudly, smoothly, staccato, quickly, slowly Play when requested, listening to others</p> <p><u>TO COMPOSE</u></p> <ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, rhythmic phrases. <p>Use hands on shoulders, thighs, heads to repeat a pattern (body percussion) Create short piece based on rhythm of days of week or months of the year ‘Play’ the rhythm of favourite foods (chocolate, chocolate, chocolate cake; pizza and chips; spaghetti Bolognese; roast dinner and Yorkshire pudding)</p> <p><u>TO TRANSCRIBE</u></p> <ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance <p>Invent symbols to represent the different percussion instruments they are using; compose a piece using these symbols</p> <p><u>TO DESCRIBE MUSIC</u></p> <ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. <p>Listen to the music from cookery programmes. How are they the same, how are they different; what instruments can they hear?</p>	<p>DUNGEONS AND DRAGONS</p> <p><u>TO PERFORM</u></p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Imitate changes in pitch. <p><u>TO COMPOSE.</u></p> <ul style="list-style-type: none"> Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. <p>Create a piece relating to scene related to this history topic using tuned (glockenspiel or the keyboard) and un-tuned percussion)</p> <p><u>TO TRANSCRIBE</u></p> <ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. <p>Use symbols they invented for different percussion instruments to ‘write down’ a rhythmic piece so that it can be performed / repeated</p> <p><u>TO DESCRIBE MUSIC</u></p> <ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Use music involving danger or threat (TV / Film themes are a good source; Harry Potter?); How does it make them feel? Identify where it gets louder (and the effect that causes) (dynamics) Be aware of where tunes gets higher or lower (pitch) Music from Medieval period – what instruments can they hear? (timbre)</p>

