


YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Menu Song(Sing Up)				
	↓ Interrelated dimensions: Pulse, Dynamics				
Task			Key indicators assessed	Children not at EXS	
<u>Review task 1</u> Listen to excerpts from 'Food, Glorious Food' and, 'Be our Guest.' Demonstrate the pulse with claps, taps or stamps. Copy or invent key actions for each food as it is mentioned.			<u>Listening</u> To find and keep a steady beat together. Listen and move in time to the song. Respond to musical characteristics through movement. To walk, move and clap to music with a steady beat.		
<u>Review Task 2</u> (MUSICAL PROGRESSION SNAPSHOT 1 week 3) RAIN IS FALLING DOWN <i>Introduce the song Rain is falling down. This is one of three activities spread across the year that have been created to measure pupils' progress. You should have a video recording device available to capture this part of the lesson. In this unit, pupils will perform actions that show the shape of the pitch moving. They will also learn the song by rote, allowing you to observe children echo singing and observe to what extent they can match pitch. The song will be recapped with extended and developed activities in subsequent terms.</i>			<u>Singing</u> To echo sing following a leader showing the shape of the pitch with actions Sing songs with a very small range, mi-so.		
<u>Review Task 3</u> Choose sounds to create a dramatic group performance using kitchen themed props.			<u>Composing</u> To participate in creating a dramatic performance using kitchen themed props.		

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Tony Chestnut				
	Interrelated dimensions: Pitch, Structure, Tempo, Timbre				
Task		Key indicators assessed		Children not at EXS	
Review task Progression snapshot 1 <u>Hi Lo chicka lo</u> <i>Introduce the song Hi lo chicka lo. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make.</i> <i>Learn the song and show the pitch changing with your hands. Use actions to indicate when the children should get louder or softer. Perform the song as a class with actions keeping a steady beat.</i>		<u>Singing</u> <ul style="list-style-type: none"> To sing songs with a pitch range of do-so, pitching accurately. To be able to respond to teacher's directions to change dynamics. 			
<u>Review task 2</u> Play Tony Chestnut and ask children to show the pulse of the music by tapping or moving a part of their body. Change the tempo – children change their tapping along with the changing pulse.		<ul style="list-style-type: none"> To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. 			
<u>Review performance task 3</u> <ul style="list-style-type: none"> Compose call and response music after listening to Fanfarra (Cabua le-le) by Sergio Mendes. Children play copycat rhythms using notes C and G and invent rhythms for others to follow? Children compose call-and-response music in pairs. 		<u>Composing</u> <ul style="list-style-type: none"> To compose simple call-and-response music To invent patterns and perform for others, taking turns. Recognise and play echoing phrases by ear. 			

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
I've been to Harlem					
Interrelated dimensions: Pitch, Tempo, Texture, Structure					
Task			Key indicators assessed		Children not at EXS
Review task 1 Progression Snapshot 1 <i>This lesson you are going to introduce and sing the song Tongo. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make. You should have a video recording device available to capture the singing.</i>			To be able to sing a call or response song part. To be able to perform actions confidently and in time. <i>Singing the song</i> Sing gently reflecting the style of the song. Hold the long note – the 'o' of 'Tongo' - - - - \. Understand that holding the note is what creates the harmony as the 'call' and the 'response' overlap. Breathe at the ends of phrases. Sing the song in two large groups in call-and-response, including the overlapping long notes.		
Review task 2 Invent a three-note melodic ostinato to accompany I've been to Harlem			To be able to compose song accompaniments on tuned or untuned percussion using known rhythms and note values		
Performance review task 3 Prepare and perform a class performance of I've been to Harlem using instruments, cups and voices.			To be able to play melodic and rhythmic accompaniments to a song.		

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
This Little Light of Mine					
Interrelated dimensions: ↓ Pitch: pentatonic, 'blue' note. Structure: verse, chorus, call-and-response, echo, phrase. Tempo: off-beat. Timbre: articulation, legato (smooth), staccato (spiky, detached). Texture: melody and accompaniment, unison, solo, ensemble. Other: improvise.					
Task			Key indicators assessed		Children not at EXS
Review task 1 Progression snapshot 1 <u>I wanna sing scat</u> Learn Part 1 of a song (eg <i>I wanna sing scat.</i>) <ul style="list-style-type: none"> Refine singing by paying attention to the phrasing, articulation, and annunciating the words Perform for a video recording. 			<ul style="list-style-type: none"> To pitch voice accurately and follow directions for dynamic variation. To begin to sing repertoire with small and large leaps. 		
Review Task; Play instruments along with This Little Light of Mine. Encourage children to invent their own ostinato or play a bass line.			<u>Improvise</u> Improvise on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Play a bass part and rhythm ostinato along with <i>This little light of mine.</i>		
Performance Based Review Task; Perform in assembly, to parents or another class in school Encourage children to learn to be able to remember the lyrics when performing.			<u>Performin</u> To perform as a choir to an audience. Sing in a Gospel style with expression and dynamics. Listen and move in time to songs in a Gospel style. That musicians make use of the relevant interrelated dimensions of music to create a desired effect for their performances.		

YEAR 5										
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6					
Ukuleles										
Interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics ↓										
Task			Key indicators assessed		Children not at EXS					
<div>Musical snapshot 1</div> <div>Hey ho nobody at home</div>			<div>Children can</div> <div>Sing song</div> <div>Add rhythm with a drum or body percussion</div>							
<div>Performance Based Review Task; when playing the Ukulele in a small group...</div> <div>Are children able to form the chords C, G and F?</div> <div>Can they name the strings on the Ukulele?</div>			<div>Performing</div> <div>That the names of the strings are numbered 1 2 3 and 4 and named A E C and G</div> <div>How to form the chords C, G and F?</div>							
<div>Review questions;</div> <div>1.Match the picture to the label...</div> <div></div> <table><tr><td>Minim</td><td>Quaver</td><td>Crotchet</td><td>Semibreve</td><td>Semiquaver</td></tr></table>			Minim	Quaver	Crotchet	Semibreve	Semiquaver	<div>To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers.</div>		
Minim	Quaver	Crotchet	Semibreve	Semiquaver						

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
		"Ain't gonna let nobody" (Music of the Civil Rights)			
		↓			
Task			Key indicators assessed		Children not at EXS
<u>Review task 1</u> Listening Task; After listening to the song 'Ain't gonna let nobody'... Answer the following questions in a sentence... What is the story behind this song? What was the purpose of it?			<u>Listening</u> That Protest Songs express disapproval about a political idea or status. That music is an important instrument for spreading messages and developing solidarity towards social change.		
<u>Review task 2</u> <u>Musical snapshot 2</u> <u>Throw, Catch</u> Learn the first harmony part for the song Throw, Catch. Everyone has learnt the melody, and everyone should learn the harmony. To sing in two parts, split the class and make two recordings where both groups demonstrate the harmony part.			Sing a chorus in two-part harmony with dancing on the beat. Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.		
<u>Performance Based Review Task 3:</u> Create a musical performance in groups including rhythm, chords and vocals. After experimenting and exploring options, children find a way to fix and remember their arrangements (e.g. rhythm grids, graphic score, lists and descriptions, notation, or a combination) and prepare for performances.			Improvise and compose music for a range of purposes using the inter-related dimensions of music.		