



Steam Mills Whole School Theme Music: Year A

Article 29: Your education should help you use and develop your talents and abilities. **Article 12 :** you have the right to give your opinion

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Class 2 Year 1/2	<p>Theme: Explorers Charanga-Hey You Yr1 Charanga I wanna play in a band Yr2 National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Rainbow Skills Progression Listening Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Composing Create and choose sounds in response to different starting points Recognise and explore how sounds can be made and changed Performing Copy and perform simple rhythm patterns Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Keep to a steady pulse Begin to understand tempo. rhythm and tone</p>	<p>Theme: Weather Music Unit –“Storm” National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Rainbow Skills Progression Listening Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p>	<p>Theme: Royal Forest of Dean Charanga-Your Imagination Yr 1 Reflect,rewind and replay National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Rainbow Skills Listening Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p>

Skills for Learning, Learning for Life


	<p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Perform with increasing expression, and control and</p> <p>Resources: Charanga</p>	<p>Composing</p> <p>Create and choose sounds in response to different starting points</p> <p>Recognise and explore how sounds can be made and changed</p> <p>Create short melodic patterns and rhythmic phrases</p> <p>Choose sounds to represent different things in different ways</p> <p>Make sequences of sounds and combine sounds for different purposes</p> <p>Show some imagination in the use of sound</p> <p>Create simple accompaniments</p> <p>Recognise and explore how sounds can be organised</p> <p>Performing</p> <p>Copy and perform simple rhythm patterns</p> <p>Use their own voices in many different ways</p> <p>Follow simple verbal instructions</p> <p>Beat out short rhythms and repeat short rhythmic patterns</p> <p>Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts</p> <p>Use their voice in different ways</p> <p>Sing simple songs from memory</p> <p>Imitate changes in pitch</p> <p>Sing songs with more accurate pitch</p> <p>Maintain a simple part in a round</p> <p>Follow instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Resources: Charanga Glockenspiels MTP-Storm</p> <p>In addition to charanga teach the children some rounds E.G. London's burning</p>	<p>Composing</p> <p>Create and choose sounds in response to different starting points</p> <p>Recognise and explore how sounds can be made and changed</p> <p>Create short melodic patterns and rhythmic phrases</p> <p>Choose sounds to represent different things in different ways</p> <p>Make sequences of sounds and combine sounds for different purposes</p> <p>Show some imagination in the use of sound</p> <p>Create simple accompaniments</p> <p>Recognise and explore how sounds can be organised</p> <p>Performing</p> <p>Copy and perform simple rhythm patterns</p> <p>Use their own voices in many different ways</p> <p>Follow simple verbal instructions</p> <p>Beat out short rhythms and repeat short rhythmic patterns</p> <p>Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts</p> <p>Use their voice in different ways</p> <p>Sing simple songs from memory</p> <p>Imitate changes in pitch</p> <p>Sing songs with more accurate pitch</p> <p>Maintain a simple part in a round</p> <p>Follow instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Begin to compare different kinds of music</p> <p>Recognise differences between music of different times and cultures</p> <p>2 part singing</p> <p>Resources: Charanga Glockenspiels</p> <p>In addition to charanga teach the children some rounds E.G. London's burning</p>
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Class 3 Year 3/4	<p>Theme: Egypt Glockenspiel 1 Yr3</p> <p>National Curriculum:</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ 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 <p>Rainbow Skills</p> <p>Listening Listen with greater attention to detail Recognise well defined changes in sounds identify beat and pulse in music Recognise pattern in music Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects</p> <p>Composing Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Read a simple musical stave Compose simple melodies and songs Sequence long and short sounds Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect</p> <p>Performing Follow instructions when performing Gain a sense of occasion when performing, showing an</p>	<p>Theme: Vikings and Saxons Charanga Let Your Spirit Fly 1Yr 3</p> <p>National Curriculum:</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations <p>Rainbow Skills</p> <p>Listening Listen with greater attention to detail Recognise well defined changes in sounds identify beat and pulse in music Recognise pattern in music Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects</p> <p>Composing Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Read a simple musical stave Compose simple melodies and songs Sequence long and short sounds Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect</p> <p>Performing Follow instructions when performing Gain a sense of occasion when performing, showing an</p>	<p>Theme: Local Industry Whole Class Instrument tuition-10 weeks Charanga Reflect, Rewind and Replay (History of Music element only)</p> <p>National Curriculum:</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ 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 <p>develop an understanding of the history of music.</p> <p>Rainbow Skills</p> <p>Listening Identify mood in music Identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Begin to compare different kinds of music Recognise differences between music of different times and cultures Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody</p> <p>Composing Recognise and explore how sounds can be organised Create a range of musical patterns</p>

	<p>awareness of others Perform with increasing expression, and control and sing with good intonation and articulation Understand and use the concept of pulse Use ostinato to accompany Repeat short rhythmic and melodic patterns Sustain a rhythmic accompaniment Play clear notes on instruments and use them to make a range of sounds Show confidence in leading a Group Follow instructions from symbols when singing or playing Show increasing control with instruments Play tuned instrument, with limited range of notes</p> <p>Resources: Charanga)</p>	<p>awareness of others Perform with increasing expression, and control and sing with good intonation and articulation Understand and use the concept of pulse Use ostinato to accompany Repeat short rhythmic and melodic patterns Sustain a rhythmic accompaniment Play clear notes on instruments and use them to make a range of sounds Show confidence in leading a Group Follow instructions from symbols when singing or playing Show increasing control with instruments Play tuned instrument, with limited range of notes</p> <p>Resources: Charanga</p>	<p>Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave Compose simple melodies and songs Sequence long and short sounds Use pitch to communicate ideas Sequence long and short sounds Use a range of dynamics, timbre and pitch in composition Understand culture in composition Create rhythmic patterns with an awareness of timbre and duration Use emphasis and accent to create effects Use change in pitch to express ideas Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect</p> <p>Performing Play clear notes on instruments and use them to make a range of sounds Sing songs from memory Sing with a sense of the shape of the melody Make range of vocal sounds: tone, timbre, volume Hold a part in more complex round Control the way some sounds are made, through breathing Control both short and long sounds Work to improve their own work 2 part sining Follow instructions from symbols when singing or playing Show increasing control with instruments Play tuned instrument, with limited range of notes Sing in tune and with expression Can hold their own part when performing by ear or by notation Begin to sing in two part harmony Show control through breathing, articulation and dynamic</p> <p>Resources:</p>
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<p>Class 4 Year 5/6</p>	<p>Theme: Space Whole Class Instrument tuition-10 weeks Dip into Year 6 Ten Pieces Holst: Mars from the Planets</p> <p>National Curriculum:</p> <p>Pupils should be taught to: 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.</p> <p>Rainbow Skills</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the relationship between lyrics and melody Understand the cultural and social meaning of lyrics</p>	<p>Theme: South America Charanga Living on a Prayer Yr 5 National Curriculum:</p> <p>Pupils should be taught to: 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.</p> <p>Rainbow Skills</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the relationship between lyrics and melody Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect</p>	<p>Theme: Mayans Charanga-Class room Jazz Yr 5 National Curriculum:</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Rainbow Skills</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Identify cyclic patterns – verse and chorus, coda Recognise how different musical elements are combined and used expressively in many</p>

	<p>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p> <p>Analyse and compare features from a wide range of music</p> <p>Discern and distinguish layers of sound and understand their combined effect</p> <p>Recognise how different musical elements are combined and used expressively in many different types of music</p> <p>Identify cyclic patterns – verse and chorus, coda</p> <p>Consider how one piece of music may be interpreted in different ways by different performers,</p> <p>Composing</p> <p>Use a range of dynamics, timbre and pitch in composition</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p>Use own signs and symbols to record composition</p> <p>Know and use standard musical notation of pitch and beat</p> <p>Understand the concept of bass and treble clef</p> <p>Comment on the intended effect</p> <p>Can hold their own part when performing by ear or by notation</p> <p>Begin to sing in two part harmony</p> <p>Show control through breathing, articulation and dynamic</p> <p>Combine several layers of sound with awareness of combined effect</p> <p>Use changes in timbre, pitch and Dynamic</p> <p>Understand how many beats in a minim, etc. and recognise their symbols</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Develop ideas within distinct musical structures</p> <p>Identify and explore the relationship between sounds</p> <p>Identify and explore the relationship between sounds</p> <p>Convey their intentions through composition</p> <p>Performing</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p>	<p>Recognise how different musical elements are combined and used expressively in many different types of music</p> <p>Identify cyclic patterns – verse and chorus, coda</p> <p>Consider how one piece of music may be interpreted in different ways by different performers,</p> <p>Composing</p> <p>Use a range of dynamics, timbre and pitch in composition</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p>Use own signs and symbols to record composition</p> <p>Know and use standard musical notation of pitch and beat</p> <p>Understand the concept of bass and treble clef</p> <p>Comment on the intended effect</p> <p>Combine several layers of sound with awareness of combined effect</p> <p>Use changes in timbre, pitch and Dynamic</p> <p>Understand how many beats in a minim, etc. and recognise their symbols</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Develop ideas within distinct musical structures</p> <p>Identify and explore the relationship between sounds</p> <p>Performing</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Sing in tune and with expression</p> <p>Can hold their own part when performing by ear or by notation</p> <p>Follow written instructions, including notation when singing or playing</p> <p>Play more complex instrumental parts using tuned instruments with confidence</p> <p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p> <p>Suggest improvements to others' work</p> <p>Lead, take a solo part</p>	<p>different types of music</p> <p>Evaluate differences in live and recorded performances</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p>Composing</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Know and use standard musical notation of pitch and beat</p> <p>Understand the concept of bass and treble clef</p> <p>Comment on the intended effect</p> <p>Combine several layers of sound with awareness of combined effect</p> <p>Use changes in timbre, pitch and Dynamic</p> <p>Understand how many beats in a minim, etc. and recognise their symbols</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Develop ideas within distinct musical structures</p> <p>Identify and explore the relationship between sounds</p> <p>Performing</p> <p>Show confidence in leading a Group</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Play more complex instrumental parts using tuned instruments with confidence</p> <p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p> <p>Suggest improvements to others' work</p> <p>Lead, take a solo part</p> <p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p> <p>Resources:</p> <p>Charanga</p>
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	<p>Follow written instructions, including notation when singing or playing</p> <p>Play more complex instrumental parts using tuned instruments with confidence</p>	<p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p>	<p>Glockenspiels</p>
	<p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p> <p>Suggest improvements to others' work</p> <p>Lead, take a solo part</p> <p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p> <p>Resources: GCC music team</p>		

Steam Mills Whole School Music: Year B

Article 29: Your education should help you use and develop your talents and abilities. **Article 12 :** you have the right to give your opinion

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Class 2 Year 1/2	<p style="text-align: center;">Theme: London 2 Charanga Hands, Feet, Heart Charanga – Zoo time Yr 1</p> <p style="text-align: center;">National Curriculum: Pupils should be taught 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</p> <p style="text-align: center;">Rainbow Skills Progression Listening Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Composing Create and choose sounds in response to different starting points</p>	<p style="text-align: center;">Theme: Home and Away Tiddalik unit</p> <p style="text-align: center;">National Curriculum: Pupils should be taught 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</p> <p style="text-align: center;">Rainbow Skills Progression Listening Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p>	<p style="text-align: center;">Theme: Important People Charanga Friendship songs-Yr2 Review/rewind unit-Charanga</p> <p style="text-align: center;">National Curriculum: Pupils should be taught 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</p> <p style="text-align: center;">Rainbow Skills Progression Listening Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music</p>

Skills for Learning, Learning for Life

	<p>Recognise and explore how sounds can be made and changed</p> <p>Performing</p> <p>Copy and perform simple rhythm patterns</p> <p>Follow simple verbal instructions</p> <p>Beat out short rhythms and repeat short rhythmic patterns</p> <p>Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts</p> <p>Keep to a steady pulse</p> <p>Begin to understand tempo, rhythm and tone</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Perform with increasing expression, and control and</p> <p>Resources: Charanga</p>	<p>Composing</p> <p>Create and choose sounds in response to different starting points</p> <p>Recognise and explore how sounds can be made and changed</p> <p>Create short melodic patterns and rhythmic phrases</p> <p>Choose sounds to represent different things in different ways</p> <p>Make sequences of sounds and combine sounds for different purposes</p> <p>Show some imagination in the use of sound</p> <p>Create simple accompaniments</p> <p>Recognise and explore how sounds can be organised</p> <p>Performing</p> <p>Copy and perform simple rhythm patterns</p> <p>Use their own voices in many different ways</p> <p>Follow simple verbal instructions</p> <p>Beat out short rhythms and repeat short rhythmic patterns</p> <p>Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts</p> <p>Use their voice in different ways</p> <p>Sing simple songs from memory</p> <p>Imitate changes in pitch</p> <p>Sing songs with more accurate pitch</p> <p>Maintain a simple part in a round</p> <p>Follow instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Resources: Charanga Glockenspiels</p> <p>In addition to charanga teach the children some rounds E.G. London's burning</p>	<p>Identify beat and pulse in music</p> <p>Composing</p> <p>Create and choose sounds in response to different starting points</p> <p>Recognise and explore how sounds can be made and changed</p> <p>Create short melodic patterns and rhythmic phrases</p> <p>Choose sounds to represent different things in different ways</p> <p>Make sequences of sounds and combine sounds for different purposes</p> <p>Show some imagination in the use of sound</p> <p>Create simple accompaniments</p> <p>Recognise and explore how sounds can be organised</p> <p>Performing</p> <p>Copy and perform simple rhythm patterns</p> <p>Use their own voices in many different ways</p> <p>Follow simple verbal instructions</p> <p>Beat out short rhythms and repeat short rhythmic patterns</p> <p>Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts</p> <p>Use their voice in different ways</p> <p>Sing simple songs from memory</p> <p>Imitate changes in pitch</p> <p>Sing songs with more accurate pitch</p> <p>Maintain a simple part in a round</p> <p>Follow instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>2 part singing</p> <p>Resources: Charanga Glockenspiels</p> <p>In addition to charanga teach the children some rounds E.G. London's burning</p>
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<p>Class 3 Year 3/4</p>	<p>Theme: Stone Age and Iron age Charanga Lean on me Yr4 National Curriculum:</p> <p>Pupils should be taught to: 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.</p> <p>Rainbow Skills</p> <p>Listening Identify mood in music Identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody</p> <p>Composing Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave Compose simple melodies and songs</p>	<p>Theme: Extraordinary Earth Charanga-Blackbird Yr4 National Curriculum:</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations</p> <p>Rainbow Skills</p> <p>Listening Listen with greater attention to detail Recognise well defined changes in sounds identify beat and pulse in music Recognise pattern in music Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects</p> <p>Composing Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Read a simple musical stave Compose simple melodies and songs Sequence long and short sounds Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect</p> <p>Performing Follow instructions when performing Gain a sense of occasion when performing, showing an awareness of others</p>	<p>Theme: Romans Whole Class Tuition Charanga Reflect, Rewind and Replay (History of Music element only) Yr4 National Curriculum:</p> <p>Pupils should be taught to: ♣ 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.</p> <p>Rainbow Skills</p> <p>Listening Listen with greater attention to detail Recognise well defined changes in sounds identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Understand the relationship between lyrics and melody</p> <p>Composing Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave</p>
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	<p>Use pitch to communicate ideas Sequence long and short sounds</p> <p>Use a range of dynamics, timbre and pitch in composition</p> <p>Understand culture in composition</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p>Performing</p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Sing songs from memory</p> <p>Sing with a sense of the shape of the melody</p> <p>Make range of vocal sounds: tone, timbre, volume</p> <p>Hold a part in more complex round</p> <p>Control the way some sounds are made, through breathing</p> <p>Control both short and long sounds</p> <p>Work to improve their own work</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Sing in tune and with expression</p> <p>Can hold their own part when performing by ear or by notation</p> <p>Begin to sing in two part harmony</p> <p>Show control through breathing, articulation and dynamic</p> <p>Resources: Charanga</p>	<p>Perform with increasing expression, and control and sing with good intonation and articulation</p> <p>Understand and use the concept of pulse</p> <p>Use ostinato to accompany</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Sustain a rhythmic accompaniment</p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Show confidence in leading a Group</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Resources: GCC – music team</p>	<p>Compose simple melodies and songs</p> <p>Use pitch to communicate ideas Sequence long and short sounds</p> <p>Use a range of dynamics, timbre and pitch in composition</p> <p>Understand culture in composition</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p>Performing</p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Control both short and long sounds</p> <p>Work to improve their own work</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Resources: Charanga</p> <p>Need to introduce some rounds and part singing (See Music coordinator for resources)</p>
<p>Class 4 Year 5/6</p>	<p>Theme: World War II Whole Class Tuition</p> <p>National Curriculum:</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ 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 	<p>Theme: Rivers Charanga –Happy Yr 6</p> <p>National Curriculum:</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ 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 	<p>Theme: Ancient Greece Charanga Reflect, Rewind and Replay (History of Music element only) Yr4</p> <p>National Curriculum:</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations

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	<p>♣ 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</p> <p style="text-align: center;">Rainbow Skills</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p>Composing Use a range of dynamics, timbre and pitch in composition Use emphasis and accent to create effects Use change in pitch to express ideas Use own signs and symbols to record composition Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect Combine several layers of sound with awareness of combined effect Use changes in timbre, pitch and Dynamic Understand how many beats in a minim, etc. and recognise their symbols Improvise melodic and rhythmic phrases as part of a group performance Develop ideas within distinct musical structures Identify and explore the relationship between sounds</p> <p>Performing</p>	<p>♣ 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.</p> <p style="text-align: center;">Rainbow Skills</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the relationship between lyrics and melody Understand the cultural and social meaning of lyrics Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Recognise how different musical elements are combined and used expressively in many different types of music Identify cyclic patterns – verse and chorus, coda Consider how one piece of music may be interpreted in different ways by different performers,</p> <p>Composing Use a range of dynamics, timbre and pitch in composition Use emphasis and accent to create effects Use change in pitch to express ideas Use own signs and symbols to record composition Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect Can hold their own part when performing by ear or by notation Begin to sing in two part harmony Show control through breathing, articulation and</p>	<p style="text-align: center;">Rainbow Skills</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Identify cyclic patterns – verse and chorus, coda Recognise how different musical elements are combined and used expressively in many different types of music Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p>Composing Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect Combine several layers of sound with awareness of combined effect Use changes in timbre, pitch and Dynamic Understand how many beats in a minim, etc. and recognise their symbols Improvise melodic and rhythmic phrases as part of a group performance Develop ideas within distinct musical structures Identify and explore the relationship between sounds</p> <p>Performing Show confidence in leading a Group Follow instructions from symbols when singing or playing</p>
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	<p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Sing in tune and with expression</p> <p>Can hold their own part when performing by ear or by notation</p> <p>Follow written instructions, including notation when singing or playing</p> <p>Play more complex instrumental parts using tuned instruments with confidence</p> <p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p> <p>Suggest improvements to others' work</p> <p>Lead, take a solo part</p> <p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p> <p>Resources: Charanga Glockenspiels</p>	<p>dynamic</p> <p>Combine several layers of sound with awareness of combined effect</p> <p>Use changes in timbre, pitch and Dynamic</p> <p>Understand how many beats in a minim, etc. and recognise their symbols</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Develop ideas within distinct musical structures</p> <p>Identify and explore the relationship between sounds</p> <p>Identify and explore the relationship between sounds</p> <p>Convey their intentions through composition</p> <p>Performing</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Follow written instructions, including notation when singing or playing</p> <p>Play more complex instrumental parts using tuned instruments with confidence</p> <p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p> <p>Suggest improvements to others' work</p> <p>Lead, take a solo part</p> <p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p> <p>Resources: Charanga Glockenspiels</p>	<p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Play more complex instrumental parts using tuned instruments with confidence</p> <p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p> <p>Suggest improvements to others' work</p> <p>Lead, take a solo part</p> <p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p> <p>Resources: GCC music team</p>
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