


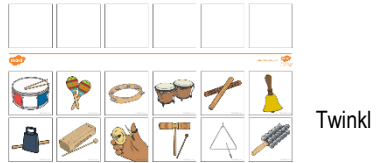


Duration (Pulse and Rhythm)	Pitch
<ul style="list-style-type: none"> To be able to copy a short rhythm- listen and clap back To be able to tap the pulse of a piece of music in time. To be able to improvise a rhythmic phrase after hearing an example: <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>John John Susan John</p> </div> <div style="text-align: center;">  <p>timothy</p> </div> <div style="text-align: center;">  <p>caterpillar</p> </div> </div> <ul style="list-style-type: none"> Listen to a short pattern and clap an answer back to the class/teacher To be able to memorize the rhythm of a piece of music (I Hear Thunder, London's Burnining, Three Blind Mice, Kye Kye Kule) and perform it using thinking voice to help. 	<ul style="list-style-type: none"> Be able to respond physically to high and low sounds - On tip toes, standing tall, crouching sitting down and lying down (Done out of the classroom in Sports or junior Hall) To be able to copy a short melodic phrase (on tuned percussion or using their voice)- Do Re Mi – octave To perform a given melody (on a Glockenspiel) using next door notes by reading simple notation (letter names) (Internet) Boomy Tunes – You are my Sunshine, Twinkle Twinkle Little Star, Three Blind mice etc
Dynamics	Tempo
<ul style="list-style-type: none"> To be able to create crescendo and diminuendo vocally and instrumentally Pop Uk, Out of the Ark & Charanga song books (interactive whiteboard lyrics) To be able to play and sing loudly and quietly following visual aids and commands. 	<ul style="list-style-type: none"> To be able to create accelerando(speed up) and rallentando (slow down) vocally and instrumentally To be able to play and sing fast and slowly following visual aids -
Texture	Timbre
<ul style="list-style-type: none"> Experience a range of textures through whole school singing To recognise obvious differences in textures by listening and commenting on many or few instruments 	<ul style="list-style-type: none"> To explore appropriate instruments to create a musical idea – draw pictures of instruments to make a simple score <div style="text-align: center;"> <p>Percussion Instruments Sequencing <small>Arrange your instruments to make your own track.</small></p>  </div> <ul style="list-style-type: none"> To describe the timbre of an instrument (scrapey) either by visual or listening. To create a clear sound on an instrument.

Structure	Performing
<ul style="list-style-type: none"> • Experience a range of structures through simple songs and musical activities: • Through composed. Standard pop song structure – Charanga - See supporting songs and Styles e.g. Pour Imagination, Supercalifragilisticexpialidocious, Daydream Believer 7 A Whole New World 	<ul style="list-style-type: none"> • To sing and perform simple songs from memory • To perform simple songs on un-tuned and un-tuned percussion instruments. Playing accurately and holding beater correctly • Out of the Ark, Pop U.K, Charanga, electronic songbooks to choose songs from.
Composing and Arranging	Listening and Appraising
<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds focusing on speed and volume • Create, repeat, adapt and extend simple rhythmic and melodic patterns and words • Compose and arrange a piece of music (using sounds and graphic score) as a class and perform it – based on and around Listening and Appraising e.g. A spider spinning a web, a snake moving through the grass etc 	<ul style="list-style-type: none"> • To begin to explore using their “thinking voice” • To listen to a variety of high-quality live and recorded music from a range of cultures, traditions and historical periods • To be able to identify common instruments (piano, violin, guitar) by listening • To explain the mood, speed, volume of the music • Year 1 – Flight of the Bumble Bee Rimsky Korsakov (Google – Flight of the Bumble Bee Animated in color)
Technology	Vocal Skills
<ul style="list-style-type: none"> • Experience use of Music Technology to capture, change and combine sounds through apps such as ‘Tok and Roll’ and ‘Remix Live’. • T be able to record and play their performance then manipulate sounds (make it faster/higher) via recording apps. 	<ul style="list-style-type: none"> • To know how to use their voice in different ways • To find their singing voice • To sing collectively at the same pitch • Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Notation	
<ul style="list-style-type: none"> • To respond to simple visual cues (e.g. stop, go, loud, quiet) • Read coloured notation and respond by performing on pitched percussion (e.g. blue rectangle matches blue on Glockenspiel = G) 	