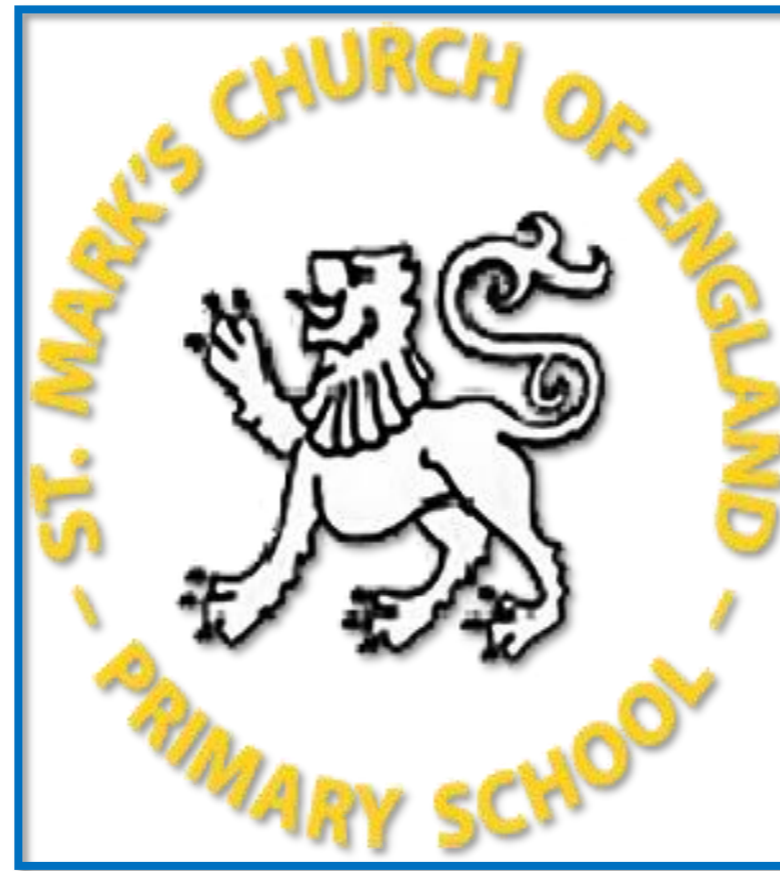


‘Thy word is a lamp unto my feet, and a light unto my path,’

Psalm 119:105



# St. Mark's Primary School

## Music Curriculum Overview

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**National Curriculum for KS1 – 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 interrelated dimensions of music

YEAR 1	<b><u>A.1. Feel The Pulse</u></b> Using songs and movement to explore pulse and rhythm	<b><u>A.2. Taking Off</u></b> Exploring pitch with our voice and instruments	<b><u>S.1. The Long and Short of It</u></b> Exploring duration	<b><u>S.2. Opposites</u></b> Consolidating our knowledge of the interrelated dimensions of music	<b><u>Su.1. Music of the British Isles</u></b> Exploring music and dancing from the British isles. Celebrating British music	<b><u>Su.2. Classical Music</u></b> An introduction to well known classical music and composers
Performing <i>Continuous</i>	<ul style="list-style-type: none"> <li>• Using voices expressively to speak and chant.</li> <li>• Sing simple songs, chants and rhymes from memory</li> </ul>					
Performing <i>Specific</i>	<ul style="list-style-type: none"> <li>• Using body percussion and unpitched percussion to play the pulse of a song</li> <li>• Use body percussion and unpitched percussion to play simple rhythm parts of a song</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple songs with a focus on pitch, ranging from 2 note songs to songs using an octave</li> <li>• Play tuned percussion instruments – simple copy back melodies using two/three notes and octave</li> <li>• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and control long and short sounds in different ways including hitting, blowing and shaking</li> <li>• Performing from graphic notation.</li> <li>• Play tuned percussion instruments – simple copy back melodies using two/three notes and octave</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple songs with a focus on pitch, ranging from 2 note songs to songs using an octave</li> <li>• Use body percussion and unpitched percussion to play simple rhythm parts of a song</li> <li>• Order sounds to create a beginning/middle/end (structure)</li> </ul>	
Composing	<ul style="list-style-type: none"> <li>• Create their own pulse</li> <li>• Create their own short clapping rhythms</li> <li>• Create rhythms using word phrases as a starting point.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compose simple melodies with two or three notes Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about duration of sounds when composing simple melodies</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Start to compose simple melodies with two or three notes Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand difference between and create short musical rhythm and pitch patterns.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> </ul>		<ul style="list-style-type: none"> <li>• Choose sounds to achieve different effects and moods.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> </ul>

<p>Listening and Appraising <i>Running through</i></p>	<ul style="list-style-type: none"> <li>• Say what they like or dislike about a piece of music</li> <li>• Listening and responding to other performers by playing as part of a group. Listen from a range of genres, traditions and eras.</li> <li>• Respond to music through movement</li> <li>• Hear different moods in music</li> </ul>					
<p>Listening and Appraising <i>Specific</i></p>	<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Recognising basic tempo changes</li> <li>• Listening to and repeating short, simple rhythmic patterns (ostinati)</li> </ul>	<ul style="list-style-type: none"> <li>• Hear different pitches of sounds (high/low)</li> <li>• Recognising pitch changes</li> <li>• Listening to and repeating short, simple rhythmic patterns (ostinati)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding sounds can be different lengths (short/long)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that different types of sounds are called timbres</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to explore the instrument families of the orchestra (Strings, Brass, Woodwind and Percussion)</li> <li>• Identify texture – one sound or several sounds</li> </ul>
<p>Songs</p>	<p>My Name is Pinnocchio Raga Abhogi (Indian Classical) Chandigarh (Bhangra) I Hear Thunder (Trad Nursery Rhyme) Water Music, Suite No. 3 in G Major: IV. Country dance - (George Frideric Handel) Che Che Koolay (Ghanaian Traditional)</p>	<p>See – Saw Rain Rain go away Slide The High Low Song Miss Mary Mac Hot Cross Buns Six Little Ducks Looby Loo The Prehistoric Animal Brigade Fossils in the rock</p>	<p>Some sounds are short Dipidu Jackass wid him long tail Tinga Layo Mi Caballo</p>	<p>The Opposite Song Tempo Dynamics Pitch Timbre Charanga quizzes on pitch</p>	<p>Pastime with Good Company The Wild Rover Bobby Shafto</p>	<p>Harry Potter Theme Dance of the Sugar Plum Fairy Can-Can Zadok the Priest</p>

YEAR 2	<u>A.1 Hey You</u> Learning about hip hop	<u>A.2 Glockenspiels</u> An introduction to glockenspiels and staff notation	<u>Spr 1. Sounds of Africa</u> An exploration of African music both vocal and instrumental	<u>Spr 2. I Wanna Play in a Band</u> A focus on rock music	<u>Su. 1. Classical Music – The Ocean</u> An exploration of our oceans through classical music	<u>Su.2. Where the Wild Things Are</u>
Performing <i>Continuous</i>	<ul style="list-style-type: none"> <li>Using voices expressively to speak and chant.</li> <li>Sing simple songs, chants and rhymes from memory</li> <li>Make and control long and short sounds using voices and instruments</li> <li>Know the meaning of pitch, tempo and dynamics and be able to demonstrate these when singing</li> <li>Play copycat rhythms following a leader</li> <li>Sing short phrases independently within a singing game</li> </ul>					
Performing <i>Specific</i>	<ul style="list-style-type: none"> <li>Learning a rap</li> <li>Performing an ostinato with a backing track</li> <li>Combining instrumental and vocal sounds within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned percussion instruments – simple copy back melodies using two/three notes</li> <li>Play simple songs on the Glockenspiel using the notes E, D and C</li> <li>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</li> <li>Identify notes and rests in staff notation</li> </ul>	<ul style="list-style-type: none"> <li>Play untuned percussion instruments correctly</li> <li>Play tuned percussion instruments – simple copy back melodies using two/three notes</li> <li>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</li> <li>Start to understand how to perform in a class ensemble - thinking about dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Performing an ostinato to a backing track</li> <li>Play untuned percussion instruments correctly</li> <li>Play tuned percussion instruments – simple copy back melodies using two/three notes</li> </ul>		<ul style="list-style-type: none"> <li>Play untuned percussion instruments correctly</li> <li>Play tuned percussion instruments – simple copy back melodies</li> </ul>
Composing				<ul style="list-style-type: none"> <li>Understand difference between and create short musical rhythm and pitch patterns.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to compose simple melodies with two or three notes Beginning to make improvements to their work as suggested by the teacher.</li> <li>Choose sounds to achieve different effects and moods.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Order sounds to create a beginning/middle/end (structure)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to compose simple melodies with two or three notes</li> <li>Choose sounds to achieve different effects and moods</li> <li>Create music in response to a non-musical stimulus</li> <li>Use music technology, to capture, change and combine sounds</li> </ul>
Listening and Appraising <i>Continuous</i>	<ul style="list-style-type: none"> <li>Know the meaning of pitch, tempo and dynamics when describing music</li> <li>Be able to find and tap along the pulse of a song</li> <li>Say what they like or dislike about a piece of music</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Listen from a range of genres, traditions and eras.</li> <li>Respond to music through movement</li> <li>Hear different moods in music</li> <li>Identify texture – one sound or several sounds</li> </ul>					
Listening and Appraising <i>Specific</i>	<ul style="list-style-type: none"> <li>Begin to identify instruments by ear and remember names</li> </ul>	<ul style="list-style-type: none"> <li>Hear different pitches of sounds (high/low)</li> <li>Recognising pitch changes</li> </ul>	<ul style="list-style-type: none"> <li>Begin to group beats in twos/threes/fours</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify instruments by ear and remember names – rock band</li> </ul>	<ul style="list-style-type: none"> <li>Expand on knowledge instrument families of the orchestra (Strings,</li> </ul>	<ul style="list-style-type: none"> <li>Describing the character, mood, or 'story' of music they listen to, both verbally</li> </ul>

	<ul style="list-style-type: none"> <li>Learn the job of a DJ and what scratching sounds like</li> </ul>				Brass, Woodwind and Percussion)	and through movement.
Songs	<p>Hey You Me Myself and I The Fresh Prince of Bel Air Rapper's Delight U Can't Touch This It's Like That</p>	<p>Easy E Strictly D Play Your Music Drive What's Up?</p>	<p>Maliswe Safari Pole Pole Lawhenche Jambo Zimbole</p>	<p>I Wanna Play in a Band We Will Rock You Smoke on the Water Rockin' All Over the World Johnny B Goode Jump All the Small Things</p>	TBC	<p>Where the Wild Things Are Soundtrack – Karen O and the Kid's Wake Up – Arcade Fire</p>

**National Curriculum for KS2 – Pupils Should be taught to:**

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.

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.

<b>YEAR 3</b>	<b><u>A.1 Ukuleles</u></b> An introduction to playing Ukulele	<b><u>A.2 Ukuleles</u></b> Continuing to build skills on the Ukulele	<b><u>Spr 1. Music Technology</u></b> An introduction to using iPads to create music	<b><u>Spr 2. The Beatles</u></b> A focus on the music of The Beatles	<b><u>Su. 1. Mamma Mia</u></b> A focus on Pop music using the music of ABBA	<b><u>Su.2. I've Got the Blues</u></b> A focus on Blues music based on the book 'Libba'
Performing <i>Continuous</i>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures, expression and diction.</li> <li>• Sing more complex songs, chants and rhymes from memory</li> <li>• Make and control long and short sounds using voices and instruments</li> <li>• Know the meaning of pitch, tempo and dynamics (forte and piano) and be able to demonstrate these when singing</li> <li>• Play more complex copycat rhythms and simple melodic phrases following a leader with accuracy</li> <li>• Sing short phrases independently with increasing confidence in a singing game or song</li> </ul>					
Performing <i>Specific</i>	<ul style="list-style-type: none"> <li>• Learn how to hold a Ukulele</li> <li>• Learn how to play simple one string melodies on the Ukulele</li> <li>• Perform in time with a backing track</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build on Ukulele proficiency</li> <li>• Learn 4/5 simple chords</li> <li>• Play a simple chord progression</li> </ul>		<ul style="list-style-type: none"> <li>• Performing an ostinato to a backing track</li> <li>• Play untuned percussion instruments – demonstrating ability to hold a repeated rhythm to a pulse</li> <li>• Play tuned percussion instruments – simple copy back melodies using three/four notes</li> <li>• Develop class ensemble skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Play tuned percussion instruments – simple copy back melodies using three/four notes</li> <li>• Play a melody along with a song</li> </ul>	<ul style="list-style-type: none"> <li>• Using the prior Ukulele knowledge perform a blues song with a 12 bar structure</li> </ul>
Composing		<ul style="list-style-type: none"> <li>• Compose a small ostinato using one string of the Ukulele</li> </ul>	<ul style="list-style-type: none"> <li>• Use music technology, to capture, change and combine sounds</li> <li>• Structure musical ideas to create music that has a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand difference between and create short musical rhythm and pitch patterns.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to compose simple melodies with two or three notes Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to compose simple melodies with three or four notes</li> <li>• Create music in response to a non-musical stimulus</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> </ul>
Listening and Appraising <i>Continuous</i>	<ul style="list-style-type: none"> <li>• Use inter-related musical dimensions vocab to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure</li> <li>• Confidently find the pulse of a song</li> <li>• Say what they like or dislike about a piece of music</li> <li>• Listening and responding to other performers by playing as part of a group.</li> <li>• Listen from a range of genres, traditions and eras and start to form an understanding of music in a historical context.</li> </ul>					

<p>Listening and Appraising <i>Specific</i></p>	<ul style="list-style-type: none"> <li>Hear the difference between a single note and a chord</li> <li>When playing Ukulele focus on eliminating buzz from the strings</li> </ul>		<ul style="list-style-type: none"> <li>Begin to think about what sounds fit together and genre.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify instruments by ear and remember names</li> <li>Begin to develop a history of modern music</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify instruments in a song</li> </ul>	
<p>Songs</p>	<p>My Dog Has Fleas Thumb Brush Strum Stringalong Rag It's Raining It's Pouring Somewhere Over the Rainbow</p>	<p>Jamaica 9-5 Thumb Brush Strum with different chords A Sailor Went to Sea I'm Yours Jingle Bells</p>	<p>TBC</p>	<p>Love Me Do Can't Buy me Love Help Yesterday In my Life Eleanor Rigby Sgt Pepper's Lonely Hearts Club Band Here Comes the Sun Let it Be</p>	<p>Mamma Mia Waterloo Dancing Queen The Winner Takes it All Thank you for the Music</p>	<p>Crossroads – Samuel Johnson I'd Rather Go Blind – Etta James Boom Boom – John Lee Hooker</p>



YEAR 4	<u>A.1 Recorders</u> An introduction to playing the recorder	<u>A.2 Recorders</u> Continuing to build skills on the recorder	<u>Spr 1. Clarinet</u> First half term of whole class Clarinet	<u>Spr 2. Clarinet</u> Second half term of whole class Clarinet	<u>Su. 1. Clarinet</u> Third half term of whole class Clarinet	<u>Su.2. Clarinet</u> Final half term of whole class Clarinet
Performing <i>Continuous</i>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs and songs in the round of varying styles and structures, expression and diction.</li> <li>• Sing two part songs introducing harmony</li> <li>• Sing more complex songs, chants and rhymes from memory</li> <li>• Make and control long and short sounds using voices and instruments</li> <li>• Know the meaning of pitch, tempo and dynamics (forte and piano) and be able to demonstrate these when singing</li> <li>• Play complex copycat rhythms and simple melodic phrases following a leader with accuracy</li> <li>• Sing short phrases independently with increasing confidence in a singing game or song</li> </ul>					
Composing	Year 4 have Recorder and Clarinet lessons with a specialist tutor. More information to be added soon.					
Listening and Appraising	Year 4 have Recorder and Clarinet lessons with a specialist tutor. More information to be added soon.					
Songs	Year 4 have Recorder and Clarinet lessons with a specialist tutor. More information to be added soon.					

YEAR 5	<u>A.1 Earth (Hans Zimmer)</u> Create a class composition using Hans Zimmer's 'Earth' as a stimulus	<u>A.2 Classroom Jazz</u> Explore Bossa Nova music and improvising skills	<u>Spr 1. Bucket Beats</u> A focus on pulse and rhythmical patterns	<u>Spr 2. Mars</u> Explore Holst's Planet Suite, specifically Mars	<u>Su. 1. Blues, Jazz, Rock and Roll</u> A focus on the three genres and their relation to each other	<u>Su.2. Make You Feel my Love</u> A focus on the 'Pop Ballad' genre
Performing <i>Continuous</i>	<ul style="list-style-type: none"> <li>Sing a widening range of unison songs, songs in the round (two part/three part/four part) of varying styles and structures, expression and diction</li> <li>Sing two part and three songs incorporating harmony</li> <li>Sing more complex songs, chants and rhymes from memory</li> <li>Make and control long and short sounds using voices and instruments</li> <li>Know the meaning of pitch, tempo and dynamics (forte and piano) and be able to demonstrate these when singing</li> <li>Play complex copycat rhythms and simple melodic phrases following a leader with accuracy</li> <li>Sing short phrases independently with confidence in a singing game or song</li> <li>Copy short phrases using a pentatonic scale</li> </ul>					
Performing <i>Specific</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Improvise over a backing track using a pentatonic scale</li> <li>Use syncopated rhythms</li> <li>Create a satisfying melodic shape when improvising</li> <li>Experiment with dynamics when improvising (PP, P, MF, F, FF)</li> </ul>	<ul style="list-style-type: none"> <li>Play untuned percussion instruments – demonstrating ability to hold a repeated rhythm to a pulse</li> <li>Develop class ensemble skills.</li> </ul>	<ul style="list-style-type: none"> <li>Play two separate Ostinati in 5/4 as a class</li> <li>Develop class ensemble skills – 'listening to the room'</li> </ul>	<ul style="list-style-type: none"> <li>Understand how triads are formed and play a 12 bar blues pattern on tuned percussion or keyboard</li> <li>Play Pentatonic Scales in different keys</li> <li>Improvise using a pentatonic scale</li> </ul>	
Composing	<ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus (Earth art activity)</li> </ul>	<ul style="list-style-type: none"> <li>Improvise freely over a backing track, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>Compose and perform melodies using five notes or more.</li> </ul>	<ul style="list-style-type: none"> <li>Compose simple 4 beat rhythms and repeat them to a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</li> <li>Capture and record creative ideas – use some standard notation to record</li> <li>Working in groups, create small pieces of music together with a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Writing lyrics to a blues or rock and roll song inspired by their life</li> </ul>	<ul style="list-style-type: none"> <li>Rewriting lyrics to fit a verse structure</li> </ul>
Listening and Appraising <i>Continuous</i>	<ul style="list-style-type: none"> <li>Notice and explore how music reflects different intentions.</li> <li>Expand inter-related dimensions of music understanding and add extra music vocabulary (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</li> <li>Use these words to identify strengths and weaknesses in own and others' music.</li> <li>Think about why a piece of music is created and its historical context</li> <li>Confidently find the pulse of a song</li> <li>Say what they like or dislike about a piece of music</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Listen from a range of genres, traditions and eras and start to form an understanding of music in a historical context.</li> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> </ul>					
Songs	Earth – Hans Zimmer	The Girl From Ipanema Corcovado (Quiet Nights of Quiet Stars) Bim Bom Agua de Beber Three Note Bossa – Ian Grey	We Will Rock You Deteggtive Anderson Dance Monkey Dynamite – BTS Late Night Talking Trepak - Nutcracker	'The Planets' Suite – Gustav Holst	Hound Dog – Elvis Presley Tutti Frutti – Little Richard	Make You Feel My Love – Bob Dylan/Adele Hello – Lionel Ritchie Sunshine of My Life – Stevie Wonder Driver's License – Olívia Rodrigo

YEAR 6	<u>A.1 Bucket Beats</u> A focus on pulse and more complex rhythmical patterns	<u>A.2 Dancing in The Street</u> Exploring Motown Music	<u>Spr 1. Music Technology</u> Using Garageband to create songs	<u>Spr 2. Cover Versions</u> In large groups, creating a cover version of a popular song	<u>Su. 1. Video Game Music</u> Using sequencing software to create music for characters and images	<u>Su.2. Year 6 Show</u> Preparing for an end of term performance of a musical
Performing <i>Continuous</i>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing two part and three songs incorporating harmony</li> <li>Sing complex songs, chants and rhymes from memory</li> <li>Play complex copycat rhythms and simple melodic phrases following a leader with accuracy</li> <li>Sing short phrases independently with confidence in a singing game or song</li> <li>Copy short phrases using a pentatonic scale</li> <li>Develop greater listening skills, balance between parts and vocal independence.</li> </ul>					
Performing <i>Specific</i>	<ul style="list-style-type: none"> <li>Play untuned percussion instruments – demonstrating ability to hold a repeated rhythm to a pulse</li> <li>Develop class ensemble skills.</li> </ul>	<ul style="list-style-type: none"> <li>Play the accompaniment to a full song using triads, including inversions, minor and major and 7<sup>th</sup> chords.</li> <li>Use syncopated rhythms</li> </ul>		<ul style="list-style-type: none"> <li>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</li> <li>Think about how sounds layer over each other in a song and how to manipulate them</li> <li>Using dynamics to show changes between sections of a song</li> </ul>		<ul style="list-style-type: none"> <li>Preparing for a school show</li> <li>Working as an ensemble cast</li> <li>Using all they have learnt about singing and performance to convey emotion through singing</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Compose more complex 4/8/3 beat rhythms and repeat them to a steady pulse</li> <li>Use syncopation</li> </ul>		<ul style="list-style-type: none"> <li>Compose a ternary piece; use available Garageband to create and record it, discussing how musical contrasts are achieved.</li> <li>Expand the ternary structure to a pop song structure with a defined Intro, verse, chorus and bridge.</li> <li>Create music with multiple sections that include repetition and contrast.</li> </ul>		<ul style="list-style-type: none"> <li>Compose to a non musical stimulus (create a character and then create a theme for the character)</li> <li>Think about how melody, harmony, accompaniment and instrument choice (timbre) can change meaning and mood</li> <li>Compose to short moving image</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Listening and Appraising <i>Continuous</i>	<ul style="list-style-type: none"> <li>Notice and explore how music reflects different intentions.</li> <li>Expand inter-related dimensions of music understanding and add extra music vocabulary (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</li> <li>Use these words to identify strengths and weaknesses in own and others' music.</li> <li>Think about why a piece of music is created and its historical context</li> <li>Confidently find the pulse of a song</li> <li>Say what they like or dislike about a piece of music</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Listen from a range of genres, traditions and eras and start to form an understanding of music in a historical context.</li> </ul>					
Songs	TBC	Dancing in the Street I Heard it through the Grapevine The Tracks of My Tears You Can't Hurry Love ABC		Am I Ready – Lizzo I Ain't Worried – One Republic	Zelda Theme – Koji Kondo Mario Theme Sonic the Hedgehog theme	