

	AUTUMN 1	AUTUMN 1	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - Child can learn & sing songs from our selected repertoire and compose actions - Child can explore solfege syllables and hand signs - Do Re Mi - Child can explore rhythm, pulse & notation using rhythms from our repertoire (body percussion & untuned percussion) - Child can explore Kodaly heart beats - Child can explore tracking Kodaly heartbeat notation - Child can begin to perform lyrics, solfege syllables and rhythmic syllables from songs in our selected repertoire <p>Glockenspiel</p> <ol style="list-style-type: none"> 1 - I understand how to be safe when setting up with my instrument 2 - I can follow instructions when sitting at my instrument 3 - I can hold my beater correctly when echoing phrases using Do, Re & Mi 4 - I can echo short crotchet phrases in time using Do, Re & Mi. 5 - I can echo short crotchet phrases in time using Do, Re, Mi & So 6 - I can echo short crotchet phrases using Do, Re, Mi & So at different tempos 	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn & develop repertoire b) Child can compose actions <p>- Child can begin to learn selected songs with Solfege syllables and hand signs.</p> <p>- Child can begin to read rhythmic notation from selected songs</p> <p>- Child can begin to identify syllables in beats</p> <p>- Child can develop tracking skills following heartbeat notation</p> <p>- Child can perform our selected repertoire with lyrics and developing solfege/rhythm syllables</p> <p>Glockenspiel & musical literacy</p> <p><i>Consolidate I can consolidate and extend learning on glockenspiel</i></p>	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn & develop repertoire b) Child can compose actions <p>- Child can to learn selected songs with Solfege syllables and hand signs. Do Re Mi So</p> <p>- Child can develop reading with rhythmic notation from selected songs</p> <p>- Child can develop aural skills by identifying rhythm syllables in beats</p> <p>- Child can extend tracking skills following heartbeat notation</p> <p>- Child can perform our selected repertoire with lyrics and developing solfege/rhythm syllables</p> <p>Glockenspiel & musical literacy</p> <p><i>Consolidate I can consolidate and extend learning on glockenspiel</i></p>	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn & extend repertoire b) Child can compose actions <p>- Child can to learn selected songs with Solfege syllables and hand signs. Do Re Mi La</p> <p>- Child can explore reading pre stave notation using Do Re</p> <p>- Child can explore identifying short rhythmic phrases</p> <p>- Child can explore tracking with pre stave notation</p> <p>- Child can perform our selected repertoire with lyrics and developing solfege/rhythm syllables</p> <p>Piano</p> <ol style="list-style-type: none"> 1 I can echo simple Do Re patterns on the piano 2 I can echo Do Re Mi patterns on the piano 3 I can play 'hot crossed buns' on the piano with good posture 4 I can play Twinkle twinkle on the piano with good posture 5 I can learn Lion Paw from Piano Safari 6 I can develop the Lion Paw technique playing familiar songs from singing 	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn & extend repertoire b) Child can compose actions <p>- Child can learn selected songs with Solfege syllables and hand signs. Do Re Mi Fa So La</p> <p>- Child can begin to read pre stave notation using Do Re</p> <p>- Child can dictate simple Ta Ta-Di rhythms</p> <p>- Child can track pre stave notation</p> <p>- Child can perform our selected repertoire with lyrics and developing solfege/rhythm syllables</p> <p>Piano & musical literacy</p> <p><i>I can consolidate and extend learning on Piano</i></p>	<p>Composition & Improvisation</p> <ul style="list-style-type: none"> - I can select sounds / instruments to accompany the Colour Monster - I can select sounds/instruments to accompany the seasons - I can make a rhythmic pattern on untuned percussion & body percussion - I can explore to use the glockenspiel to improvise using Do Re Me over basic accompaniment - I can begin to use the glockenspiel to improvise using Do Re Me over basic accompaniment based on the areas of the mood meter - I can use the glockenspiel to improvise using Do Re Me over basic accompaniment based on the areas of the mood meter <p>Piano - Composition & Improvisation</p> <p><i>I can consolidate and extend learning on Piano</i></p>
	By the end of year 1, children...	Understand the basic fundamentals of musicality. Pitch, Pulse and Rhythm	Are able to sing in tune and time	Can play a song on two tuned instruments	Can create music and rhythmic patterns	Can have experienced being performers and audience members
	Have developed a basic musical vocabulary	Can listen and respond to music using the mood meter	Have listened to a dynamic range of music			

YEAR 2

	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - Child can resist and recall past repertoire - Child can explore singing Drones - Child can explore accompany songs using ostinatos - Child can develop breathing and intonation through singing drones <ul style="list-style-type: none"> - Child can develop vocal independence and awareness of pulse through singing ostinatos to current repertoire <p>Glockenspiel</p> <ol style="list-style-type: none"> 1- I can set up my instrument on my own 2 - I can play in way that contributes to a healthy learning environment 3 - I can reflect on the quality of my own sound on the glockenspiel 4 - I can Echo phrases using Do, Re, Mi, Fa & So <ul style="list-style-type: none"> - I can Echo phrases using Do, Re, Mi, Fa & So with an awareness of pulse and dynamics - I can Recall phrases using Do, Re, Mi, Fa & So - I can Recall phrases using Do, Re, Mi, Fa & So at varying tempos 	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn new select repertoire b) Child can compose actions - Child can learn new selected songs with Solfege syllables and hand signs. Do Re Mi Fa So La - Child can develop reading pre stave notation using Do Re & Mi 4 Child can dictate Ta Ta-Di rhythms - Child can perform our selected repertoire with arrangements including drones and ostinatos <p>Glockenspiel & musical literacy</p> <p><i>Consolidate I can consolidate and extend learning on glockenspiel</i></p>	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn new select repertoire b) Child can compose actions - Child can learn new selected repertoire with solfege syllables and hand signs. Do Re Mi Fa So La - Child can begin to use of concrete resources to dictate rhythm - Child can explore composition and choosing material for ostinatos - Child can perform our selected repertoire with arrangements including drones and ostinatos <p>Glockenspiel & musical literacy</p> <p><i>Consolidate I can consolidate and extend learning on glockenspiel</i></p>	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn new select repertoire b) Child can compose actions - Child can learn new selected repertoire with solfege syllables and hand signs. Do Re Mi Fa So La - Child can develop use of concrete resources to dictate pitch - Child can develop pre stave notation following Piano and Forte performance instructions - Child can perform our selected repertoire with arrangements including drones and ostinatos <p>Piano</p> <ol style="list-style-type: none"> 1 I can locate all the D notes on the piano 2 I can echo short phrases on the piano beginning to using tiger Paw technique 3 I can echo short phrases on the piano using given finger numbers 4 I can begin to learn a song from our singing repertoire using the correct finger numbers 5 I can develop my understanding of finger numbers rehearsing a selected song from our singing repertoire 6 I can play a selected song using the correct finger numbers 	<p>Sing - Theory and music literacy</p> <ul style="list-style-type: none"> - a) Child can learn new select repertoire b) Child can compose actions - Child can learn new selected repertoire with solfege syllables and hand signs. Do Re Mi Fa So La - Child can develop use concrete resources to dictate pitch and rhythm together - Child can develop pre stave notation following Piano and Forte performance instructions - Child can perform our selected repertoire with arrangements including drones and ostinatos <p>Piano & musical literacy</p> <p><i>I can consolidate and extend learning on Piano</i></p>	<p>Composition & Improvisation</p> <ul style="list-style-type: none"> - a) can improvise short rhythms in a circle game b) I can choose notes on the glockenspiel when given a rhythm - I can explore dynamics in composition - I can select sounds and dynamics to describe the weather - I can explore to use the glockenspiel to improvise using Do Re Me and So over basic accompaniment - I can begin to use the glockenspiel to improvise using Do Re Me and So over basic accompaniment based on the areas of the mood meter - I can to use the glockenspiel musically to improvise using Do Re Me and So over basic accompaniment based on the areas of the mood meter. <p>Piano - Composition & Improvisation</p> <p><i>I can consolidate and extend learning on Piano</i></p>
By the end of Year 2, children...	Have extended their understanding of musical literacy	Are able to sing and play with a growing musicality, expression and intonation	Can play a repertoire of songs on two instruments	Can have experienced being performers and audience members	Have started developing skills needed for sight-reading	Have begun dictating pitch and rhythm from aural memory
	Have extended their musical vocabulary	Can listen and describe how music makes them feel/what it makes them think of	Can create music and rhythmic patterns to communicate basic themes	Can join discussions about a wide range of music	Are developing their technique across various instruments.	

Year 3	<p>Singing</p> <p>1 I can sing over prior vocal repertoire with a focus on correct posture and breathing</p> <p>2 - I can learn a new piece from our selected repertoire developing healthy breathing and postural habits.</p> <p>3 - I can refine/rehearse selected repertoire with our new healthy singing habits</p> <p>4 & 5- I can learn new challenging vocal material from our selected repertoire. I understand what these songs are about.</p> <p>6 I can watch a recording and reflect on what went well and what can be improved. Focus on Intonation, breathing, posture,</p> <p>Ukulele</p> <p>- a) I understand how to collect my instrument safely when setting up for tuning.</p> <p>b) I can hold my ukulele correctly</p> <p>- I can play the correct strings when holding the ukulele correctly to a steady pulse</p> <p>- I understand fret numbers and how the pitch changes on the ukulele</p> <p>- I can learn a short phrase using TAB on a single string</p> <p>- I can recall a simple phrase on the ukulele and perform it on different strings</p> <p>- I can describe the fret and string we play for C and Am chord diagrams</p> <p>- I can play a C and Am chord with the correct fingers, thumb position and raised knuckles</p>	<p>Singing & musical literacy</p> <p>1 I can sing an accompaniment to my chosen piece. Ostinato/Drone 2pt</p> <p>3 Child can develop use of concrete resources to dictate rhythm and pitch - Hot Crossed buns</p> <p>4 Child can develop use of concrete resources to dictate rhythm and pitch - Are you sleeping</p> <p>5 Child can develop use of concrete resources to dictate rhythm and pitch - All around the butter cup</p> <p>6 Child can develop use of concrete resources to dictate rhythm and pitch - All around the butter cup</p> <p>Ukulele</p> <p>1 a) I can collect my instrument and understand how to take care of it in class</p> <p>b) I can identify strings correctly</p> <p>2 a) I can identify strings and fret numbers from a diagram</p> <p>b) I know where my thumb should be and what shape my fingers should be in to produce a clean sound</p> <p>3 I can learn a basic riff on the ukulele, on one string, from tablature</p> <p>4 I can rehearse a riff on the ukulele while developing my technique</p> <p>5 I can explore ukulele chord diagrams and play a C chord.</p> <p>6 I can play a C and Am chord</p>	<p>Ukulele & musical literacy</p> <p>1 I can explore reading chord charts using C and Am</p> <p>b) I can explore strumming patterns</p> <p>2 a) I can extend my chord repertoire. F & Em7</p> <p>b) I can develop my strumming pattern</p> <p>3 a) I can develop my chord shapes playing though progressions from chord charts.</p> <p>b) I can explore chord charts using repeat signs and Fine.</p> <p>4 a) I can follow Piano and Forté performance directions in chord progressions</p> <p>b) I can develop my strumming pattern and fluency between chord changes</p> <p>5 I can play through different sequences of chords following Crescendo, Decrescendo & Diminuendo markings.</p> <p>6 I can develop my understanding of ukulele and performance directions</p>	<p>Theory & musical literacy</p> <p>1 know the names and values of quavers, crotchets</p> <p>2 I know the names and values of minims and semibreves</p> <p>3 I can read 4 bar passages of music and identify quavers, crotchets, minims & semibreves by name.</p> <p>4 I can label beats in a passage of music</p> <p>5 I can confidently label beats in a passage of music</p> <p>6 Written Assessment</p> <p>Ukulele ensemble</p> <p>1 I can explore tablature and begin learning a basic melody on one string</p> <p>2 I can recall and extend my melody</p> <p>3 I can play through chord chart to accompany the melody of our selected piece</p> <p>4 in sections, I can follow performance directions to enhance our ensembles musicality</p> <p>5 I can develop and extend my part of the piece through rehearsal</p> <p>6 Performance</p>	<p>Theory & musical literacy</p> <p>1 - I understand how pitches get higher when notes move up on the staff.</p> <p>2 I can explore notes on the treble clef using FACE and Every Green Bus Drives Fast.</p> <p>3 I can develop my understanding of notes on the staff</p> <p>4 I can correctly label notes on the treble clef and note names.</p> <p>5 I can develop my understanding of notes on the treble clef and note value names.</p> <p>6 Written Assessment</p> <p>Piano</p> <p>1 I can follow sight reading cards Pack 1 Piano safari - Focus on black keys in groups of 2 and 3</p> <p>2 I can begin to track on page with Pre staff notation focusing on finger numbers</p> <p>2 I can learn the names of the white keys</p> <p>3 I can develop and internalise finger numbers reading through reading pre staff notation</p> <p>4 Continue to play patterned pieces by Rote to develop rhythm, musicianship, memory, and confidence.</p> <p>5 & 6 Reinforce reading and develop confidence in reading pre-staff finger number notation through allocated <i>Sight Reading & Rhythm Cards</i></p> <p><i>Sight-reading and Rhythm card given out and pitched to individual children. Children work through card by card</i></p>	<p>Composition & Improvisation</p> <p>1 I can explore the three layers of composition</p> <p>2 I can take part in class composition to explore Rhythm, Harmony and Melody</p> <p>3 I can compose chords on the ukulele</p> <p>4 I can explore melody and know how to create memorable melodies</p> <p>5 I can create an 'ear worm' melody</p> <p>6 I can explore contrasting rhythms and how to imitate the timbre of the drum kit.</p> <p>Ensemble Composition & Improvisation</p> <p>1 I can play contrasting rhythms on untuned percussion</p> <p>2 develop and extend my chord progressions using form</p> <p>3 I can explore Binary and Ternary form</p> <p>4 I can write a binary and ternary chord chart</p> <p>5 & 6 a) I can perform/collaborate with my peers using their compositions.</p> <p>b) I can assess my peers work and offer ideas to up skill</p> <p>Ukulele, Glockenspiel, Various drums, double bass and piano where appropriate. Children learning violin & guitar invited to play.</p>
By the end of Year 3, children...	Are able to consolidate and use understanding of musical literacy in practical instrumental lessons	Are able to sing with Dynamics & control, Intonation, good posture, performance skills, an awareness of breathing technique and growing confidence	Have extended their musical vocabulary and explored how the dimensions of music work to communicate ideas.	have had multiple experiences of being performers and audience members	Have begun reading from chord charts, pre staff notation, tablature and formal staff notation	Is able to use using concrete resources for melodic and rhythmic dictation
	Can create/perform music in collaboration with peers using instrumental and compositional knowledge	Have listened and explored a range of music from different styles, places and times	Has continued learning glockenspiel and piano. Has started learning Ukulele	Can identify and use formal performance directions	Has started ABRSM theory curriculum with pitch, rhythm and key signatures.	

YEAR 4	Sing 1	Sing 2	Ukulele & musical literacy	Theory & musical literacy	Theory & musical literacy	Composition & Improvisation
By the end of Year 4, children...	Are able to consolidate and use understanding of musical literacy in practical instrumental lessons	Are able to sing with growing vocal independence. Can sing with a healthy breathing technique, varied dynamic range, control, good intonation, good Posture, performance skills and Growing Confidence	Have extended their musical vocabulary and explored how the dimensions of music and performance directions work to communicate and express ideas.	have had been audience members and performers in large and small ensembles	Are developing reading skills using chord charts, pre staff notation, tablature, formal staff notation and performance directions	Learn music independently & in small groups on the ukulele
	Can create & perform music alone and in collaboration with peers. Children use their extending instrumental and compositional knowledge to write with intent	Have listened and explored a wide range of music from different styles, places, times and well known performers.	Can play ukulele, piano and various drums in music rehearsals with growing accuracy, fluency and muscle memory.	Have extended theoretical knowledge of rhythm, time signature and pitch with bass clef.		

YEAR 5

	<p style="text-align: center;">Sing 1</p> <p>1 I can learn the melodic and rhythmic material of a new piece of music from our selected repertoire list.</p> <p>2/3 I can enhance my part ensuring by using correct breathing, range in dynamic control, steady posture and clear intonation to produce a rounded sound</p> <p><i>E papa - Maori Traditional 2 parts/ 3rd part if able - contrasting lines. Full voice - Forte.</i></p> <p>4 I can extend my repertoire by learning a new contrasting piece of music.</p> <p>5/6 I can rehearse and refine my part ensuring I'm using correct breathing, range in dynamic control, controlled posture and clear intonation to produce a rounded sound</p> <p><i>Donna Nobis Parcem Latin piece - Three part Round with wide range. Legato singing.</i></p> <p style="text-align: center;">Guitar</p> <p>- a) I understand how to collect my instrument safely when setting up for tuning. b) I can hold my guitar correctly</p> <p>- I can transfer prior ukulele material to the geography of the guitar</p> <p>- I can use guitar tab to play a basic riff on one string</p> <p>- I understand how to read a chord chart to play an Am7 chord</p> <p>- I can make an E7 shape using a chord diagram using the correct fingers.</p> <p>- I can play a simple guitar loop using Am7 and E7 with good time, correct thumb position and raised knuckles. I can reflect on my own sound</p> <p>- I can Play Am7, E7 and Dm6 and move between them being able come down on the first beat of the measure.</p>	<p style="text-align: center;">Sing 1</p> <p>1 I can learn the melodic and rhythmic material of a new piece of music from our selected repertoire list.</p> <p>2/3 I can refine my part ensuring I'm using correct breathing, range in dynamic control, controlled posture and clear intonation to produce a rounded sound</p> <p><i>Oh Be Joyful! Music Dei Partner song English Latin. Wide range. Forte dynamic mark. Difficult to balance dynamics with range.</i></p> <p>4/5 a) I can rehearse and refine my parts from this terms repertoire-ensuring I'm using correct breathing, range in dynamic control, controlled posture and clear intonation to produce a rounded sound b) I can practice performance skills in cluster rehearsal</p> <p>6 Performance - Creative Arts Sharing 5th of December 2.30 -3.30</p> <p style="text-align: center;">Guitar & musical literacy</p> <p>1 I can expand my repertoire of chords. Addition of G and D shape</p> <p>2 a) I can consolidate my chord knowledge learning a new song containing all my chord repertoire. b) I can follow Fortissimo and Pianissimo performance directions</p> <p>3 a) I can use a chord diagram independently to learn C F and Dm b) I can learn a new strumming pattern</p> <p>4 I can consolidate my chord knowledge learning a new song containing all my chord repertoire b) I can integrate strumming patterns with chord changes.</p> <p>5 I can consolidate my chord knowledge rehearsing a new song containing all my chord repertoire b) I can practice fluency in rhythm with strumming patterns.</p> <p>6 I can consolidate my chord knowledge rehearsing a new song containing all my chord repertoire with strumming patterns.</p>	<p style="text-align: center;">Theory & musical literacy</p> <p>1 a) I can identify tied note values b) I know if ties should be on top or below two notes.</p> <p>2 I can develop my understanding of tied values</p> <p>3 I can find the values for dotted notes.</p> <p>4 I can develop my understanding of dotted notes and time signature</p> <p>5 I can add correct bar lines to music with dotted and tied notes.</p> <p style="text-align: center;">6 Assessment</p> <p style="text-align: center;">Guitar ensemble</p> <p>1 I understand how to read guitar tablature</p> <p>2 I can independently use tablature to learn a familiar piece of music</p> <p>3 I can extend my learning of a piece of music using guitar tablature and developing my aural memory</p> <p>4 I can extend my learning further of a piece of music using guitar tablature and developing my aural memory</p> <p>5 a) I can rehearse and consolidate prior learning to produce a good sound b) I can follow fortissimo and pianissimo performance directions</p> <p>6 I can rehearse and perform my piece with musicality and control</p>	<p style="text-align: center;">Theory & musical literacy</p> <p>1 I can complete missing notes in a ascending and descending C major scale</p> <p>2 I can explore movements in semitones and tones</p> <p>3 I can write movements from various notes in semitones and tones</p> <p>4 I can use TTSTTS structures to name the notes of different major scales.</p> <p>5 I can write C G major scales</p> <p>5 I can write C G D and F major scales</p> <p>6 I can name intervals above the tonic in the key of C Major</p> <p style="text-align: center;">Piano</p> <p>Consolidate theory learning in piano with basic technique</p>	<p style="text-align: center;">Theory & musical literacy</p> <p>1 I can write out C G D and F major scales and label intervals from tonic</p> <p>2 I can confidently write out C G D and F major scales and label intervals from tonic</p> <p>3 1 I can label & play the degrees of the major scale</p> <p>4 I can name intervals above the tonic in the keys of C G D and F.</p> <p>5 I can identify intervals from C G D and F tonic roots</p> <p style="text-align: center;">6 Assessment</p> <p style="text-align: center;">Piano</p> <p>1 I can follow sight reading cards Pack 1 Piano safari - Focus on black keys in groups of 2 and 3</p> <p>2 a) I can learn the names of the white keys and identify Middle C. b) I can begin to recognise the geography of the keyboard</p> <p>3 I can develop and internalise finger numbers and tracking reading through reading pre staff notation.</p> <p>4 & 5 Reinforce reading and develop confidence in reading pre-staff finger number notation through allocated <i>Sight Reading & Rhythm Cards</i></p> <p>6 Continue to play patterned pieces by Rote to develop rhythm, musicianship, memory, and confidence.</p> <p><i>Sight-reading and Rhythm card given out and pitched to individual children. Children work through card by card</i></p> <p><i>Expectations/Technique played out on skills. Ladder</i></p>	<p style="text-align: center;">Piano - Composition and improvisation</p> <p>1 I can explore the three layers of composition and how to use colour any rhythm to communicate a broad range of ideas.</p> <p>2 I can take part in class composition to explore Rhythm, Harmony and Melody to show communicate a range of emotions and themes</p> <p>3 I can compose chord progressions using Major and minor chords to communicate ideas on ukulele, guitar or piano</p> <p>4 I can explore melody making using the pentatonic scale</p> <p>5 I can improvise and compose effective melodies on given instrument</p> <p>6 I can choose a tempo and compose rhythms on untuned percussion in an ensemble</p> <p style="text-align: center;">Ensemble Composition & Improvisation</p> <p>1 I can revise how to lead an ensemble composition</p> <p>2-6 a) I can lead, be lead and collaborate in class compositions. b) I can choose chord progressions and explain why I've made decisions to Communicate ideas. c) I can construct effective melodies d) I can explore form to extend compositions/follow themes e) I can collaborate to produce an interesting percussion section f) I can improvise and show a growing & developing solo</p> <p>Ukulele, Glockenspiel, Various drums, double bass and piano where appropriate. Children learning violin invited to play.</p>
<p>By the end of Year 5, children...</p>	<p>Are able to consolidate and use understanding of musical literacy in practical instrumental lessons</p>	<p>Able to sing with growing vocal independence. Can sing with correct breathing technique, range of dynamics, clear intonation, steady posture, performance skills and Confidence.</p>	<p>Can use developed musical vocabulary to discuss music in class with my peers.</p>	<p>have had been audience members at a variety of performances. Have been performers in solo and ensemble contexts.</p>	<p>Are developing reading skills using chord charts, pre staff notation, tablature, formal staff notation and performance directions</p>	<p>Have started learning guitar</p>
	<p>Can create, perform and lead music in collaboration with peers. Children use their extending instrumental and compositional knowledge to write with intent</p>	<p>Have listened to an extended the range of music. Children begin to articulate differences from genres, countries, time periods and famous performers.</p>	<p>Can play Piano and various drums in music rehearsals with growing accuracy, fluency and muscle memory.</p>	<p>Have extended theoretical knowledge of pitch, scales, scale degrees and intervals</p>		

Year 6

	Sing 1	Sing 2	Theory & musical literacy Step by step progression	Theory & musical literacy	Piano - Composition and improvisation	Piano
	<p>1 I can learn the melodic and rhythmic material of a new piece of music from our selected repertoire list.</p> <p>2/3 I can refine my part ensuring I'm using correct breathing technique, Controlled posture, accurate intonation and dynamic control to produce a expressive & mature sound</p> <p><i>Ho Aiza - Madagascan trad Malagasy - 3 part contrasting lines. Very syncopated. Needs correct breathing & helps develop confidence - Emotion - faithful & fun</i></p> <p>4 I can extend my repertoire by learning a new contrasting piece of music.</p> <p>5/6 I can rehearse and refine my part ensuring I'm using correct breathing technique, Controlled posture, accurate intonation and dynamic control to produce a expressive & mature sound</p> <p><i>Pokarekare Ana - Maori traditional Long legato phrases. In and out of parts up to four. A capella. Wide range Pitch and Dynamics. Emotion - longing</i></p> <p>Guitar</p> <p>- a) I understand how to collect my instrument safely when setting up for tuning. b) I can hold my guitar correctly</p> <p>- I can transfer prior ukulele material to the geography of the guitar</p> <p>- I can use guitar tab to play a basic riff across three strings</p> <p>- I understand how to read a chord chart to play an Am & Em chord</p> <p>- I can learn a basic strumming pattern to use in 'Falling by Alicia Keys'</p> <p>- a) I can rehearse 'Falling' with steaming pattern to accompany a melody played on the Glockenspiel b) I can use prior understanding of Staff and notation to play a simple melody</p>	<p>1 I can learn the melodic and rhythmic material of a new piece of music from our selected repertoire list.</p> <p>2/3 I can rehearse and refine my part ensuring I'm using correct breathing technique, Controlled posture, accurate intonation and dynamic control to produce a expressive & mature sound</p> <p><i>Pasifika Medley - Tofa mai felengi - Noqu masu - Taka To Tangata Togan, Samoan & Fijian, 3 parts contrasting lines. Large dynamic range, Large range of pitch. Each section, very different performance style.</i></p> <p>4/5 a) I can rehearse and refine my parts from this terms repertoire ensuring I'm using correct breathing, range in dynamic control, controlled posture and clear intonation to produce a rounded sound b) I can practice performance skills in cluster rehearsal</p> <p>6 Performance - Creative Arts Sharing 5th of December 2.30 -3.30</p> <p>Guitar & musical literacy</p> <p>1 I can expand my repertoire of chords. Addition of G and D shape</p> <p>2 I can consolidate my chord knowledge learning a new song containing all my chord repertoire</p> <p>3 a) I can use a chord diagram independently to learn C F and Dm b) I can learn a new strumming pattern with notated Accents</p> <p>4 I can consolidate my chord knowledge learning a new song containing all my chord repertoire b) I can integrate strumming patterns with chord changes.</p> <p>5 I can consolidate my chord knowledge rehearsing a new song containing all my chord repertoire b) I can practice fluency in rhythm with strumming patterns.</p> <p>6 can consolidate my chord knowledge rehearsing a new song containing all my chord repertoire with strumming patterns.</p>	<p>1 I can identify intervals from tonic in Keys of C G D & F</p> <p>2 write intervals from tonics in keys of C G D & F</p> <p>3 I can identify 4 key signatures.</p> <p>4 I can write key signatures correctly</p> <p>5 ABRSM past papers</p> <p>6 Assessment</p> <p>Guitar ensemble</p> <p>1 a) I understand how to read guitar tablature b) I understand how tempo markings work</p> <p>I can independently use tablature to learn a familiar piece of music</p> <p>I can extend my learning of a piece of music using guitar tablature and developing my aural memory</p> <p>I can extend my learning further of a piece of music using guitar tablature and developing my aural memory</p> <p>I can rehearse and consolidate prior learning to produce a good sound I can incorporate slurs and a pause.</p> <p>I can rehearse and perform my piece with musicality and control</p>	<p>1 I can explore how to construct triads</p> <p>2 I can identify tonic triads in C G D and F</p> <p>3 I can complete tonic triads</p> <p>4, 5 & 6 ABRSM past papers</p> <p>ABRSM Assessment</p> <p>Piano</p> <p>1 a) I can learn the names of the white keys and identify Middle C. b) I can begin to recognise the geography of the keyboard and locate all D notes.</p> <p>2- 6 Consolidate I can consolidate learning on glockenspiel</p>	<p>1 I can explore the three layers of composition and how to use colour any rhythm to communicate my own feelings and/or themes I want to express</p> <p>2 I can take part in class composition to explore Rhythm, Harmony and Melody to show communicate a range of emotions and themes</p> <p>3 I can compose chord progressions using Major and minor chords to communicate my ideas on ukulele, guitar or piano</p> <p>4 I can explore melody making using the pentatonic scale on chosen instrument</p> <p>5 I can improvise and compose effective melodies on chosen instrument</p> <p>6 I can choose tempo and compose syncopated rhythms on untuned percussion in an ensemble</p>	<p>1 I can follow sight reading cards Pack 1 Piano safari - Focus on black keys in groups of 2 and 3</p> <p>2 a) I can learn the names of the white keys and identify Middle C. b) I can begin to recognise the geography of the keyboard and locate all D notes.</p> <p>3 I can develop and internalise finger numbers and tracking reading through reading pre staff notation.</p> <p>4 & 5 Reinforce reading and develop confidence in reading pre-staff finger number notation through allocated <i>Sight Reading & Rhythm Cards</i></p> <p>6 Continue to play patterned pieces by Rote to develop rhythm, musicianship, memory, and confidence.</p> <p><i>Sight-reading and Rhythm card given out and pitched to individual children. Children work through card by card</i></p> <p>Ensemble Composition & Improvisation</p> <p>1 I can collaborate with my peers to explore composition in a small group</p> <p>2-6 a) I can collaborate in smaller group compositions. b) I can choose chord progressions and explain why I've made decisions to accompany theme's c) I can construct effective melodies with varied rhythmic material d) I can show clear contrasting section in composition e) I can perform other instrumental rolls in my groups composition f) I can improvise and show a growing & developing solo on my chosen instrument</p>
By the end of Charles Dickens, Children...	Able to apply theory and musical literacy in practical music making	Able to sing confidently and independently alone and in ensembles using a well Refined breathing technique, controlled expression, accurate Intonation & pronunciation, stage craft and enjoyment.	Can use developed musical vocabulary to have mature conversations about music when listening, collaborating and discussing ideas.	Have experienced a wide range of live performances	Can read chord charts, pre staff notation, tablature, formal stave notation and performance directions	Have learnt to play a range of assessable instruments at school
	Can use composition and improvisation as a form of self expression	Has a formal music theory qualification	Are able to continue learning music independently	Has cultural capital in music and tradition		

