

EYFS - Autumn 1 Charanga Unit 1: Me!	EYFS - Autumn 2 Charanga Unit 2: My Stories	EYFS - Spring 1 Charanga Unit 3: Everyone!	EYFS - Spring 2 Charanga Unit 4: Our World	EYFS - Summer 1 Charanga Unit 5: Big Bear Funk	EYFS - Summer 2 Charanga Unit 6: Reflect, rewind and replay
<p><b>Musical learning focus</b>                      Listening and responding to different styles of music;                      Embedding foundations of the interrelated dimensions of music;                      Learning to sing or sing along with nursery rhymes and action songs;                      Improvising leading to playing classroom instruments;                      Share and perform the learning that has taken place</p>					
<p><b>Know:</b>                      Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake                      1, 2, 3, 4, 5, Once I Caught a Fish Alive                      Five Little Ducks                      Name Song                      Things For Fingers</p> <p>Listen and Respond to a different style of music each week/step                      Explore and Create - initially using voices only but building to using classroom instruments too                      Singing - nursery rhymes and action songs - building to singing and playing                      Share and Perform</p> <p><b>Experiences:</b>                      Nativity Production</p>		<p><b>Know:</b>                      Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot                      The Grand Old Duke Of York                      Ring O' Roses                      Hickory Dickory Dock                      Not Too Difficult                      The ABC Song</p>		<p><b>Experiences:</b>                      Watch Year 6 Production                      Watch orchestra performance</p>	
<p><b>Outdoor Learning</b>                      Forest School                      Senses walks</p>					

<p><b>Year 1 - HT1</b> Charanga Unit 1: How can we make friends when we sing together?</p>	<p><b>Year 1 - HT2</b> Charanga Unit 2: How does music tell stories about the past?</p>	<p><b>Year 1 - HT3</b> Charanga Unit 3: How does music make the world a better place?</p>	<p><b>Year 1 - HT4</b> Charanga Unit 4: How does music help us to understand our neighbours?</p>	<p><b>Year 1 - HT5</b> Charanga Unit 5: What songs can we sing to help us through the day?</p>	<p><b>Year 1 - HT6</b> Charanga Unit 6: How does music teach us about looking after our planet?</p>
<p><b>Musical Spotlight:</b> Introducing beat.</p>	<p><b>Musical Spotlight:</b> Adding rhythm and pitch.</p>	<p><b>Musical Spotlight:</b> Introducing tempo and dynamics.</p>	<p><b>Musical Spotlight:</b> Combining pulse, rhythm and pitch.</p>	<p><b>Musical Spotlight:</b> Having fun with developing improvisation</p>	<p><b>Musical Spotlight:</b> Explore sound and create a story</p>
<p><b>Musicianship</b> Use body percussion, instruments and voice cohesively. Find and keep a steady beat together. Copy back simple long and short rhythmic patterns. Copy back vocal warmups and develop high and low pitch.</p>					
<p><b>Listening</b> Find and keep a steady beat together Copy back simple rhythmic patterns</p>	<p><b>Listening</b> How to move in time with a steady beat/pulse</p>	<p><b>Listening</b> Describe tempo as fast or slow Describe dynamics as loud or quiet</p>	<p><b>Listening</b> Describe sounds as high or low Describe sounds as long or short</p>	<p><b>Listening</b> Identify the pulse and rhythm</p>	<p><b>Listening</b> Feel the pulse by moving my body</p>
<p><b>Creating: improvising/composing</b> Understand difference between creating a rhythm pattern and a pitch pattern</p>	<p><b>Creating: improvising/composing</b> Copy back simple long and short rhythms with clapping Understand and demonstrate difference between pulse, rhythm and pitch</p>	<p><b>Creating: improvising/composing</b> Explore the sounds of the glockenspiel</p>	<p><b>Creating: improvising/composing</b> Begin to explore notation by using symbols to create a graphic score Explore ways of representing high and low sounds and long and short sounds</p>	<p><b>Creating: improvising/composing</b> Explore improvisation using 1,2 or 3 notes Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p><b>Creating: improvising/composing</b> Practice rehearsing to improve my performance</p>
<p><b>Playing instruments</b> Children use body as instruments - clapping / tapping</p>	<p><b>Playing instruments</b> Children use body as instruments - clapping / tapping</p>	<p><b>Playing instruments</b> <b>Glockenspiel:</b> rehearse and learn to play a simple melodic phrase using chime bar and simple tuned/untuned instruments</p>	<p><b>Playing instruments</b> Explore tuned/untuned instruments following a graphic score</p>	<p><b>Playing instruments</b> Explore tuned/untuned instruments following a graphic score</p>	<p><b>Playing instruments</b> Recognise some instruments and name them</p>
<p><b>Singing and performing</b> Use voices expressively and creatively by singing songs and rhymes (e.g. counting songs, tricky word songs) Weekly assembly whole school songs <b>Harvest Festival songs</b></p>	<p><b>Singing and performing</b> Copy back singing simple high and low patterns Weekly assembly whole school songs Use voices expressively and creatively by singing songs and rhymes (e.g. counting songs, tricky word songs) <b>Key Stage 1 Nativity songs</b></p>	<p><b>Singing and performing</b> Copy back singing simple high and low patterns Weekly assembly whole school songs Use voices expressively and creatively by singing songs and rhymes (e.g. counting songs, tricky word songs)</p>	<p><b>Singing and performing</b> Copy back singing simple high and low patterns Weekly assembly whole school songs Use voices expressively and creatively by singing songs and rhymes (e.g. counting songs, tricky word songs)</p>	<p><b>Singing and performing</b> Copy back singing simple high and low patterns Weekly assembly whole school songs Use voices expressively and creatively by singing songs and rhymes (e.g. counting songs, tricky word songs)</p>	<p><b>Singing and performing</b> Perform a song with the class, with less help from the teacher Copy back singing simple high and low patterns Weekly assembly whole school songs Use voices expressively and creatively by singing songs and rhymes (e.g. counting songs, tricky word songs)</p>

Year 2 - HT1 Charanga Unit 1: How Does Music Help Us to Make Friends?	Year 2 - HT2 Nativity Practice	Year 2 - HT3 Charanga Unit 3: How Does Music Make the World a Better Place?	Year 2 - HT4 Charanga Unit 4: How Does Music Teach Us About Our Neighbourhood?	Year 2 - HT5 Charanga Unit 5: How Does Music Make Us Happy?	Year 2 - HT6 Charanga Unit 6: How Does Music Teach Us About Looking After Our Planet?
<b>Musical Spotlight:</b> Pulse, Rhythm and Pitch	<b>Musical Spotlight:</b> Playing in an Orchestra	<b>Musical Spotlight:</b> Inventing a Musical Story	<b>Musical Spotlight:</b> Recognising Different Sounds	<b>Musical Spotlight:</b> Exploring Improvisation	<b>Musical Spotlight:</b> Our Big Concert
<p><b>Musicianship</b> Use body percussion, instruments and voice cohesively. Find and keep a steady beat together. Copy back simple and rhythmic patterns. Copy back vocal warmups and develop high and low pitch.</p>					
<p><b>Listening</b> To move in time and keep a steady beat together Copy back simple rhythmic patterns: long and short To talk about why they like/don't like the music To identify a fast and slow tempo To identify loud and quiet sounds as an introduction to understanding dynamics.</p>	<p><b>Listening</b> To discuss the style of the music. Begin to understand the concept of there being different styles of music</p>	<p><b>Listening</b> To find and try to keep a steady beat To talk about why they like or don't like a piece of music To recognise some band and orchestral instruments</p>	<p><b>Listening</b> To find and try to keep a steady beat. To describe my emotions and thoughts when listening to a piece of music. To talk about where music might fit in in the world To mark the beat of listening piece by tapping or clapping.</p>	<p><b>Listening</b> I can find the pulse/steady beat and move in time to the music I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo I can recognise some musical instruments within their family groups.</p>	
<p><b>Creating: improvising/composing</b> To create their own rhythmic patterns To move, dance and respond with their bodies in any way they can</p>	<p><b>Creating: improvising/composing</b> I can improvise a simple rhythm using different instruments, including my voice.</p>	<p><b>Creating: improvising/composing</b> To understand that improvisation is about making up your own very simple tunes on the spot</p>	<p><b>Creating: improvising/composing</b> Continue to understand that composing is like writing a story with music.</p>	<p><b>Creating: improvising/composing</b> To follow a steady beat and stay 'in time' To understand that improvisation is about making up your own very simple tunes on the spot.</p>	<p><b>Creating: improvising/composing</b> To understand that improvisation is about making up your own very simple tunes on the spot.</p>
<p><b>Playing instruments</b> To play on a tuned or untuned instrument by ear</p>	<p><b>Playing instruments</b> To play together with everybody while keeping in time with a steady beat</p>	<p><b>Playing instruments</b> To treat instruments carefully and with respect To rehearse and perform their parts as part of the unit song</p>	<p><b>Playing instruments</b> To play together with everybody while keeping in time with a steady beat.</p>	<p><b>Playing instruments</b> To play together with everybody while keeping in time with a steady beat.</p>	<p><b>Playing instruments</b> To play together with everybody while keeping in time with a steady beat.</p>
<p><b>Singing and performing</b> To sing from memory To sing as part of a choir To listen for being 'in time' or 'out of time' Harvest Festival songs</p>	<p><b>Singing and performing</b> To add actions to songs To rehearse a song and then perform it to an audience, explaining why the song was chosen To perform songs from memory</p>	<p><b>Singing and performing</b> To follow the leader or conductor. To talk about the performance afterwards, saying what they enjoyed and what they think could have been better.</p>	<p><b>Singing and performing</b> To sing with more pitching accuracy To listen for being 'in time' or 'out of time'</p>	<p><b>Singing and performing</b> To listen for being 'in time' or 'out of time' To sing with more pitching accuracy To demonstrate good singing posture. To have a go at singing a solo.</p>	

<p>Year 3 - HT1 Charanga Unit 1 - Writing music down How does music bring us closer together?</p>	<p>Year 3 - HT2 Charanga Unit 2 - Playing in a band What does music tell us about the past?</p>	<p>Year 3 - HT3&amp;4 Recorders</p>	<p>Year 3 - HT5 Charanga Unit 5 - Enjoying Improvisation How does music make a difference to us everyday?</p>	<p>Year 3 - HT6 Charanga Unit 6 - Opening Night How does music connect us with our planet?</p>
<p><b>Listening and Appraisal</b> Encourage the children to move to the music in the way they feel most comfortable. Allow them to respond to the music with movement. Discuss what you all think the composer's intentions were, using musical vocabulary.</p>	<p><b>Listening and Appraisal</b> Share thoughts and feelings about the music together Identify and describe feelings when hearing the music, including why they do or don't like it</p>	<p><b>Listening and Appraisal</b> Listen to themselves and others and make suggestions and improvements. Copy back phrases, keeping to the correct beat and pattern.</p>	<p><b>Listening and Appraisal</b> Understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols, written on a staff to help us remember what we are going to sing and play. Move in time with a steady beat. Know the pulse or beat of the music is like a heartbeat that doesn't stop.</p>	<p><b>Listening and Appraisal</b> Move in time with a steady beat. Communicate to others my thoughts and feelings about the music that I listen to. Communicate to others the meaning of the song or music. Talk about the musical features relating to the style of the music.</p>
<p><b>Creating: Improvising</b> Begin to create personal musical ideas using the given notes. Improvise simple riffs using question and answer phrases. Share and talk about their improvisation</p>	<p><b>Creating: Improvising</b> Clap an improvised rhythm. Clap the rhythm of names, pets and favourite colours.</p>	<p><b>Creating: Improvising</b> Copy and improvise simple phrases. Have a basic understanding of the building blocks of music - pulse/beat, rhythm, pitch, tempo and dynamics.</p>	<p><b>Creating: Improvising</b> Improvise with the Song - Why Does Music Make A Difference? Think about the differences between improvising and composing. Take it in turns to improvise using 3-5 notes Improvise altogether, in groups or as soloists Children can use voices / clap.</p>	<p><b>Creating: Improvising</b> Improvise using simple patterns that include basic rhythms. Know the pulse or beat of the music is like a heartbeat that doesn't stop.</p>
<p><b>Creating: Composing</b> Glockenspiels: Compose with the song, using the notes C, D, E, G, A</p>	<p><b>Creating: Composing</b> Understand that long and short sounds and high and low sounds can be represented by musical symbols.</p>	<p><b>Creating: Composing</b> Perform their own composition using the notes that have been taught. Compose a simple melody in response to a musical stimulus. Use a simple structure when composing. Create and perform their own rhythmic patterns.</p>	<p><b>Creating: Composing</b> Children compose an eight-bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.</p>	<p><b>Creating: Composing</b> Use a simple structure when composing. Compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.</p>
<p><b>Playing instruments:</b> Glockenspiels: Play instruments with the song, using the notes C, D, E, F, G, A</p>	<p><b>Playing instruments</b> Glockenspiels: Play 'when the saints go marching in'</p>	<p><b>Playing instruments</b> Play a range of pieces from memory and simple notation. Be able to play up to three notes with a good sound.</p>	<p><b>Playing instruments</b> Recorder: play 'he's got the whole world in his hands'</p>	<p><b>Playing instruments</b> Sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. Play and perform in solo or ensemble contexts, with confidence.</p>
<p><b>Singing and performing</b> Sing with attention to clear diction</p>	<p><b>Singing and performing</b> Sing songs in unison and in multiple parts with increasing confidence</p>	<p><b>Singing and performing</b> Sing a range of pieces from memory before learning and performing on the recorder. Sit or stand with correct posture</p>	<p><b>Singing and performing</b> Revise and complete a performance: Perform songs - He's Got The Whole World In His Hands , Why Does Music Make A Difference? Panda Extravaganza</p>	<p><b>Singing and performing</b> Copy back simple patterns aurally and visually, following basic notation Play and perform in solo or ensemble contexts, with confidence. Follow the leader or conductor.</p>
<p><b>History of Music</b> Develop an understanding of the history of music through cross-curricular music linked to The Tudors (including <i>Greensleeves</i>).</p>	<p><b>History of music</b> Learn about the history of dance music in the 1970s.</p>		<p><b>History of music</b> Learn about the history of gospel music.</p>	<p><b>History of music</b> Understand the evolution of pop music through the 20<sup>th</sup> century.</p>

Year 4 - HT1 Charanga unit 1: How does music bring us together?	Year 4 - HT2 Musical contexts unit: WW2	Year 4 - HT3 Ancient Greece thematic unit (BBC Teach/ Musical Contexts)	Year 4 - HT4 English National Opera Finish this Composition	Year 4 - HT5 Glockenspiel Stage 2 (Charanga)	Year 4 - HT6 Charanga unit 6 - How does music connect us with the environment?
<b>Musical spotlight:</b> Musical structures					<b>Musical spotlight:</b> The show must go on
<p><b>Musicianship</b> Copy some increasingly challenging rhythms using body percussion or untuned instruments. Match rhythmic patterns to movement. Copy back more complex melodic patterns as a call and response.</p>					
<p><b>Listening and Appraisal</b> Discuss the structure of songs (verse, chorus) Identify tempo as fast, slow or steady. Recognise (by ear and notation) minims, crotchets, quavers and rests.</p>	<p><b>Listening and Appraisal</b> Listen to a range of musical pieces from 1940s. Discuss characteristics of music, identifying instruments. Make comparisons to other types of music, including modern styles.</p>	<p><b>Listening and Appraisal</b> Listen to Greek-inspired music drawing parallels between ancient Greek and 21<sup>st</sup> Century life. Unusual 5 bar beat - rhythm.</p>	<p><b>Listening and Appraisal</b> Listen to a stimulus pieces of music to inspire ideas for composition.</p>	<p><b>Listening and Appraisal</b> Recognise and explore different musical styles. Find the pulse and recognise the beat of a piece of music.</p>	<p><b>Listening and Appraisal</b> Recognise and explore different musical styles. Find the pulse and recognise the beat of a piece of music.</p>
<p><b>Creating: Improvising</b> Improvise sections of music using the voice.</p>	<p><b>Creating: Improvising</b> Improvise dance based on Lindyhop-style music *PE link</p>	<p><b>Creating: Improvising</b> Improvise sections of music using hands. Untuned percussion.</p>	<p><b>Creating: Improvising</b> Using a given theme, try out different ideas for sounds and vocal performance</p>	<p><b>Creating: Improvising</b> Use glockenspiel to improvise on a limited range of notes.</p>	<p><b>Creating: Improvising</b> Identify the names of some pitched notes on a stave Copy back and improvise with rhythmic patterns using: Minims, Crotchets, Quavers, Rests</p>
<p><b>Creating: Composing</b> Create rhythms using words and phrases.</p>	<p><b>Creating: Composing</b> Composing dance based on Lindyhop-style music *PE link</p>	<p><b>Creating: Improvising</b> Creating sound effects linked to historical theme - e.g. market noises. Untuned percussion.</p>	<p><b>Creating: Composing</b> Use own ideas to create graphic scores around a theme, Work collaboratively to compose a section of music.</p>		
			<p><b>Playing instruments</b> Children select appropriate instrument to play the music based on their graphic scores.</p>	<p><b>Playing instruments</b> Play the Glockenspiel securely with good levels of accuracy. use instruments respectively and treat them with care play with improved accuracy as part of an ensemble</p>	<p><b>Playing instruments</b> Demonstrate good posture whilst playing instrument</p>
<p><b>Singing and performing</b> Sing expressively with attention to breathing Rehearse and learn songs from memory and/or with notation</p>	<p><b>Singing and performing</b> Understand the various styles of singing used in correlation to the styles of song Discuss how the song connects to the world and its relevant culture. WWII Class assembly .</p>	<p><b>Singing and performing</b> Sing on pitch and in time, adjusting for accuracy Sing as part of a group whilst understanding that unison/harmony affects the texture of the music.</p>	<p><b>Singing and performing</b> Learn and rehearse a performance Sing 'in time' according to composition</p>	<p><b>Singing and performing</b> Perform a glockenspiel piece to another class. Perform a duet on the glockenspiel</p>	<p><b>Singing and performing</b> sing on pitch and in time, adjusting for accuracy. Sing expressively, paying attention to articulation</p>
<p><b>History of Music</b> Look at soul, orchestral and contemporary R&amp;B</p>	<p><b>History of Music</b> Recognise the music of the WW2 time period / know a musician (e.g Dame Wera Lynne/Glenn Miller)</p>		<p><b>History of Music</b> Exploring the roles within an opera</p>		<p><b>History of Music</b> Explore electronic and funk music</p>

Year 5 - HT1 Romans Thematic Music	Year 5 - HT2 Musical Contexts Unit: Journey to Space (Gustav Holst) Apple Garage Band	Year 5 - Spring South America Thematic Music Ukelele / Singing linked to the condor and South America Simon and Garfunkel		Year 5 - HT5 African Drumming	Year 5 - HT6 Edwardian Thematic Music Titanic / classical string music
<b>Musicianship</b> (singing, listening, composing, performing/instrumental performance) Learn to become confident, creative performers and discerning, critical listeners.					
<p><b>Listening and Appraisal</b> Listen and appraise <a href="#">Just like a Roman (youtube.com)</a></p> <p>Listen for motifs (short repeating patterns) within the 'Road Building Song'</p>	<p><b>Listening and Appraisal</b> Listen and appraise The Planets Movement, by the works of composer Gustav Holts Appraise using musical terminology: tempo, dynamics, texture, duration</p>	<p><b>Listening and Appraisal</b> Listen and appraise modern and traditional South American Music Listen and appraise music which includes a ukelele Listen and appraise El Condor Pasa by Simon and Garfunkel</p>		<p><b>Listening and Appraisal</b> Listen and appraise modern and traditional African drumming</p>	<p><b>Listening and Appraisal</b> Listen and appraise classical pieces of music linked to composer Walter Hartley's piece 'Nearer my God to Thee' Listen and appraise music which was popular at the time.</p>
<p><b>Creating: Improvising</b> Listen to the pitch and explore the notes on the Glockenspiel to find the correct tune to the motif in the 'Road Building Song'</p>	<p><b>Creating: Improvising</b> Explore the instruments: drums, piano, guitar on Garage Band</p>			<p><b>Creating: Improvising</b> Explore drumming rhythms to a given beat Explore drumming techniques: slap, tone and bass</p>	<p><b>Creating: Improvising</b> Explore the traditional jazz music - call and response scat</p>
<p><b>Creating: Composing</b> Compose a motif using mosaics as a form of recording notation</p>	<p><b>Creating: Composing</b> Compose own piece of music using Apple Garage Band, based on a planet of choice</p>			<p><b>Creating: Composing</b> Compose drumming rhythms and create accompanying graphic scores</p>	<p><b>Creating: composing</b> To adapt a familiar tune using jazz rhythms and to create jazz motifs</p>
<p><b>Playing instruments:</b> Glockenspiel: follow notation and play motifs</p>	<p><b>Playing instruments</b> Garage Band: Use instruments developed from modern technology</p>	<p><b>Playing instruments</b> Ukulele: Play a selection of simple chords. Chords C, F, G, Am, Em</p>		<p><b>Playing instruments</b> African drums: play our compositions in groups to the class</p>	
<p><b>Singing and performing</b> Sing in time and in tune to the 'Road Building Song'</p>	<p><b>Singing and performing</b> Perform as a class 'Just like a Roman' including singing and sign language as a class assembly <b>Cross-curricular link:</b> <b>Computing - performing for a music video</b></p>	<p><b>Singing and performing</b> Ukulele performances as a class and in groups.</p> <ul style="list-style-type: none"> <li>Riptide by Vance Joy</li> <li>El Condor Pasa by Simon and Garfunkel</li> <li>Three Little Birds by Bob Marley</li> </ul>		<p><b>Singing and performing</b> Perform in a group and create a sequence of rhythms</p>	<p><b>Singing and performing</b> To sing and clap a syncopated rhythm for a ragtime-style song. To sing and scat using the call and response format</p>
<p><b>History of Music</b> Listen to Beethoven - Symphony No.5 to appreciate motifs in classical music and to understand the influence that had on pop music (riffs).</p>	<p><b>History of Music</b> Recognise the influence music had in shaping thoughts and ideas after the First World War by learning about Gustav Holts orchestral music.</p>	<p><b>History of Music</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians El Condor Pasa by Simon and Garfunkel Love is Easy by McFly Hey Soul Sister by Train Five Years Time by Noah and The Whale When I am cleaning windows by George Formby Riptide by Vance Joy</p>		<p><b>History of Music</b> Appreciate and understand the history of music from other cultures and make links to modern music</p>	<p><b>History of Music</b> Develop an understanding of the history of music through the 19<sup>th</sup> Century.</p> <p>Clair De Lune by Claude Debussy Boiled Beef and Carrots composed by Charles Collins and Fred Murray Honeysuckle and the Bee written by Albert Fitz and William Penn Pomp and Circumstance March no.1 by Edward Elgar</p>

**Music Progression Document 2024-25**

**Rossett Acre Primary School**

Year 6 - HT1 Anglo Saxons & Beowulf (cross-curricular focus)	Year 6 - HT2 Cross-curricular thematic music	Year 6 HT3/4	Year 6 - HT5 Musical Contexts Ancient Egyptians Unit	Year 6 - HT6 Year 6 End of Year Production
<b>Musicianship</b> (singing, listening, composing, performing/instrumental performance) Learn to become confident, creative performers and discerning, critical listeners.				
<p><b>Listening and Appraisal</b> 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, including Mozart, Vivaldi, Edvard Grieg</p>	<p><b>Listening and Appraisal</b> 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, including Richard Wagner</p>	<p><b>Listening and Appraisal</b> 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, including John Barry.</p>	<p><b>Listening and Appraisal</b> Listen with attention to detail and recall sounds with increasing aural memory. Explore "Egyptian Inspired" music from different themes and places listening for how dynamics, texture and timbres are used.</p>	<p><b>Listening and Appraisal</b> Listen with attention to detail and recall sounds with increasing aural memory. Understand the skills to sing simultaneously in specific harmony as a solo part of choir.</p>
<p><b>Creating Improvising</b> Improvise rhythms to accompany songs</p>	<p><b>Creating Improvising</b> Improvise rhythms/repeating patterns to accompany songs, based on Bird song</p>	<p><b>Creating Improvising</b> <b>Improvise a melody to accompany a beat/bass line - based on James Bond theme</b></p>	<p><b>Creating Improvising</b> Improvise, understand and identify dynamics. Explore and create graphic scores Improvise and compose music for a range of purposes using some of the notes of the E harmonic minor scale</p>	
	<p><b>Creating Composing</b> Jazzy scat improvisations (Goblins a Go-Go)</p>	<p><b>Creating Composing</b> <b>Produce a Spy Film Soundtrack to accompany a short video clip.</b></p>	<p><b>Creating Composing</b> Create pyramid/graphic scores Create an Egyptian Pyramid Dynamics and Texture Piece</p>	
<p><b>Playing instruments</b> Percussive accompaniment</p>		<p><b>Playing instruments</b> <b>Play percussion/tuned instruments to accompany as an ensemble.</b> Paul McCartney &amp; Wings - Live And Let Die</p>	<p><b>Playing instruments</b> Percussion accompaniment - including voice and body.</p>	<p><b>Playing instruments</b> Percussive accompaniment</p>
<p><b>Singing and performing</b> Singing in a Round Pulse and tempo Recognising bars</p>	<p><b>Singing and performing</b> Sing us a Saga</p>	<p><b>Singing and performing</b> <b>Learn, sing and play percussion/tuned instruments to accompany Live and Let Die by Paul McCartney as an ensemble.</b> <a href="#">Paul McCartney &amp; Wings - Live And Let Die (Instrumental &amp; Backing Vocals)</a></p>	<p><b>Singing and performing</b> Play and perform in solo and ensemble contexts, using voices and playing instruments with increasing accuracy, fluency, control and expression. Learn about the harmonic minor scale and how this sounds "Egyptian", singing a song based on this scale and performing parts towards a class performance Create &amp; perform simple ostinato percussion rhythms, accompany a class performance</p>	<p><b>Singing and performing</b> Rehearse and perform songs collaboratively for an audience</p>
<p><b>History of Music</b> Mozart Horn Concerto Edvard Grieg - In the Hall of the Mountain King</p>	<p><b>History of Music</b> Wagner - Das Rheingold from the Ring Cycle Edvard Grieg - In the Hall of the Mountain King Ella Fitzgerald - Scat <a href="#">Ella Fitzgerald - One note Samba (scat singing) 1969 (youtube.com)</a> Ella Fitzgerald - Have Yourself a Merry Little Christmas</p>	<p><b>History of Music</b> <b>Listen to Bond theme by John Barry, Live and Let Die by Paul McCartney, You Only Live Twice by Nancy Sinatra, Gold Finger by Shirley Bassey</b></p>	<p><b>History of Music</b> The Bangles - Walk like an Egyptian Mike Oldfield - Tubular Bells - The Bell Saint-Saëns' Bacchanale <a href="#">Saint-Saëns' "Danse Bacchanale" from Samson et Dalila, Op. 47, performed by the Yale Philharmonia</a> Camel Driver - Words and Music by Brian Fitzgerald The trumpets of Tutankhamun - <a href="#">Trumpets</a></p>	