

## St. Vincent's MUSIC Curriculum Map

Terms	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Weather:</b> voices & instruments <b>Seasons:</b> pitch <i>(Science and Geography)</i>	<b>Ourselves:</b> create & notate vocal sounds <b>Our Land:</b> timbre <i>(Geography)</i>	<b>Environment:</b> sound pictures <b>Building:</b> rhythms <i>(Geography and DT)</i>	<b>Environment:</b> descriptive accompaniment <i>(Geography)</i>	<b>Solar System:</b> Debussy/Holst/Crumb. Composing <i>(Science)</i>	<b>World Unite:</b> rhythm, melody, beat, pitch, syncopation & harmony <i>(History)</i>
Autumn 2	<b>Number:</b> steady beat <i>(Maths)</i>	<b>Number:</b> beat & rhythm patterns <i>(Maths)</i>	<b>Sounds:</b> timbre & structure	<b>Ancient Worlds:</b> pentatonic melodies & syncopated rhythms <i>(History)</i>	<b>Keeping Healthy:</b> performance techniques <i>(PSHE)</i>	<b>Journeys:</b> song cycles <i>(Geography)</i> <b>Growth:</b> rhythmical mime <i>(PSHE)</i>
Spring 1	<b>Pattern:</b> metre <i>(Maths)</i>	<b>Hand Bells</b>	<b>Time:</b> beat, metre & rhythm. Staff notation <i>(Maths)</i>	<b>Trumpet/Ukulele</b>	<b>Trumpet/Ukulele</b>	
Spring 2	<b>Story Time:</b> Exploring sounds <i>(English)</i>	<b>Animals:</b> pitch movement <i>(Science)</i>	<b>In the Past:</b> pitch notation & 3-note melodies <i>(History)</i>	<b>Trumpet/Ukulele</b>	<b>Trumpet/Ukulele</b>	<b>Glockenspiel</b>
Summer 1	<b>Water:</b> pitch <i>(Science)</i>	<b>Weather:</b> rhythms <b>Pattern:</b> simple notation <i>(Science and Maths)</i>	<b>Recorder</b>	<b>Food and Drink:</b> Performance <i>(Geography)</i>	<b>At the Movies:</b> soundtracks & film scores <i>(English)</i>	<b>Glockenspiel</b>
Summer 2	<b>Our Bodies:</b> rhythm patterns & steady beat <i>(Science)</i>	<b>Water:</b> pitch & composition <b>Travel:</b> orchestra <i>(History)</i>	<b>Human Body:</b> improvise and create word rhythms <i>(Science)</i>	<b>Around the World:</b> pentatonic melodies & syncopated rhythms <i>(History)</i>	<b>Our Community:</b> Performance <i>(Geography)</i>	<b>Moving On:</b> singing <i>(PSHE)</i>

### Skills progression:

Year 1 – From exploring different ways music can be made to responding to beat and rhythm.

Year 2 – From using their voices to perform to improvising their own theme park music.

Year 3 – From reflecting sounds to composing 3 note melodies and dance steps to create a performance.

Year 4 – From listening to descriptive accompaniments to exploring pentatonic melodies and syncopated rhythms.

Year 5 – From learning a song and composing a piece of music to using new techniques and structures.

Year 6 – From reflecting on beat, syncopation, pitch and harmony to playing instruments and singing from graphic scores with note names.

Year 1	Topic	Knowledge	Skill
Autumn 1	<b>Weather</b>  <b>Seasons</b>	<ul style="list-style-type: none"> <li>• What vocabulary and sounds can we use to describe wind?</li> <li>• What is timbre and dynamics?</li> <li>• How can we respond to music through movement?</li> <li>• How does drawing pitch shapes help us to understand what pitch means?</li> <li>• How can a song help us to use rising and falling pitch patterns?</li> <li>• What is orchestral music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I control dynamics, duration and timbre with voices, body percussion and instruments?</li> <li>• Can I improvise descriptive music?</li> <li>• Can I identify a sequence of sounds (structure) in a piece of music?</li> <li>• Can I identify changes in pitch and respond to them with movement?</li> <li>• Can I relate pitch changes to graphic symbols and perform pitch changes vocally?</li> <li>• Can I listen in detail to a piece of orchestral music?</li> </ul>
Autumn 2	<b>Number</b>	<ul style="list-style-type: none"> <li>• What is a steady beat?</li> <li>• Can I name the instruments I am playing?</li> <li>• Can I recognise that performing is sharing music with people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I recognise and develop a sense of steady beat using voices and body percussion?</li> <li>• Can I play percussion with control?</li> <li>• Can I keep a steady beat using instruments?</li> <li>• Can I recognise and respond to changes in tempo?</li> </ul>
Spring 1	<b>Pattern</b>	<ul style="list-style-type: none"> <li>• What is metre?</li> <li>• Can I listen to, compare and describe sounds using musical vocabulary?</li> <li>• How are patterns used in music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I identify metre by recognising its pattern?</li> <li>• Can I explore sounds on instruments and find different ways to vary their sounds?</li> <li>• Can I explore different ways to emphasise beats to form a group?</li> </ul>
Spring 2	<b>Storytime</b>	<ul style="list-style-type: none"> <li>• What does tempo mean?</li> <li>• How can music tell a story?</li> <li>• How can music match events in a story?</li> <li>• How can dynamics and tempo help to create descriptive ways of performing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I rehearse and perform a rap with sound effects?</li> <li>• Can I play fast, slow, loud and quiet sounds on a percussion instrument?</li> <li>• Can I perform with concentration?</li> </ul>
Summer 1	<b>Water</b>	<ul style="list-style-type: none"> <li>• Can I create descriptive water sounds using my voice and percussion?</li> <li>• Can I name the instruments they are playing?</li> <li>• How does a picture score help us to identify the structure of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I create a picture in sound?</li> <li>• Can I use instruments to create descriptive sounds?</li> <li>• Can I understand musical structure by listening and responding through movement?</li> </ul>
Summer 2	<b>Our Bodies</b>	<ul style="list-style-type: none"> <li>• What is a steady beat?</li> <li>• Can I recognise and identify a melody?</li> <li>• Can I perform together with concentration?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I respond to a change of mood in a piece of music with a slow and fast steady beat?</li> <li>• Can I identify a repeated rhythm pattern?</li> <li>• Can I invent and perform new rhythms to a steady beat?</li> </ul>

Year 2	Topic	Knowledge	Skill
Autumn 1	<b>Ourselves</b>	<ul style="list-style-type: none"> <li>How can sounds represent different feelings?</li> <li>Can I explore expression in a conversation without words?</li> <li>Can I understand how mood be expressed using the voice?</li> </ul>	<ul style="list-style-type: none"> <li>Can I develop the use of vocal sounds to express feelings?</li> <li>Can I notate pitch shape and duration using simple line graphs?</li> <li>Can I understand the structure of call and response songs?</li> </ul>
	<b>Our Land</b>	<ul style="list-style-type: none"> <li>What is timbre and texture?</li> <li>How can I produce sounds e.g. shake, strike, pluck?</li> <li>Can I rehearse and refine to develop a performance?</li> </ul>	<ul style="list-style-type: none"> <li>Can I explore timbre and texture to understand how sounds can be descriptive?</li> <li>Can I match descriptive sounds to images?</li> <li>Can I listen to and evaluate composition?</li> </ul>
Autumn 2	<b>Number</b>	<ul style="list-style-type: none"> <li>What is the difference between beat and rhythm?</li> <li>What are rhythm patterns?</li> <li>What is an ostinato?</li> </ul>	<ul style="list-style-type: none"> <li>Can I perform a steady beat and simple rhythms using movement, percussion, and body percussion?</li> <li>Can I understand and differentiate between beat and rhythm?</li> </ul>
Spring 1	<b>Handbells</b>	<ul style="list-style-type: none"> <li>Can I play notes on an instrument with care so that they are clear?</li> <li>Can I perform with control and awareness of others?</li> </ul>	<ul style="list-style-type: none"> <li>Can I recognise that notes are written on the musical staff?</li> <li>Can I recognise the symbols for a minim and crotchet and say how many beats they represent?</li> </ul>
Spring 2	<b>Animals</b>	<ul style="list-style-type: none"> <li>Can I describe the pitch shapes of animals sounds?</li> <li>What is pitch line notation?</li> <li>Can I follow a pitch line using hands then voices?</li> <li>Can I perform with pitch line compositions?</li> </ul>	<ul style="list-style-type: none"> <li>Can I understand and perform rising and falling pitch direction?</li> <li>Can I read and write simple pitch line notation?</li> <li>Can I combine pitch changes with changes in other elements/dimensions?</li> <li>Can I play pitched lines on tuned percussion?</li> </ul>
Summer 1	<b>Weather</b>	<ul style="list-style-type: none"> <li>What is word rhythm ostinato?</li> <li>How can music be used to depict the weather?</li> <li>Can I identify and explain what a rap is?</li> </ul>	<ul style="list-style-type: none"> <li>Can I perform a rhythmic chant and play an independent rhythm pattern accompaniment?</li> <li>Can I listen in detail to a piece of orchestral music?</li> <li>Can I perform an updated version of a traditional nursery rhyme with a rap section?</li> </ul>
	<b>Pattern</b>	<ul style="list-style-type: none"> <li>Can I identify a simple score?</li> <li>What are different beat patterns?</li> <li>Can I explain what a musical accompaniment is?</li> </ul>	<ul style="list-style-type: none"> <li>Can I interpret a score to perform different beat patterns?</li> <li>Can I perform and create simple 3 and 4 beat rhythms?</li> <li>Can I explore different ways to organise music?</li> </ul>
Summer 2	<b>Water</b>	<ul style="list-style-type: none"> <li>What is a melody?</li> <li>How do pitch patterns change?</li> <li>Can I use musical scales?</li> </ul>	<ul style="list-style-type: none"> <li>Can I understand pitch through singing, movement and note names?</li> <li>Can I explore and develop an understanding of pitch?</li> </ul>
	<b>Travel</b>	<ul style="list-style-type: none"> <li>What musical vocabulary can I use to describe music?</li> <li>What does tempo mean?</li> <li>Can I combine steady beats and rhythm?</li> <li>Can I use instruments expressively?</li> </ul>	<ul style="list-style-type: none"> <li>Can I use simple musical vocabulary to describe music?</li> <li>Can I listen and respond to contemporary orchestral music?</li> <li>Can I understand and play from simple notation?</li> </ul>

Year 3	Topic	Knowledge	Skill
Autumn 1	<b>Environment</b>  <b>Building</b>	<ul style="list-style-type: none"> <li>• Can I add sounds to a poem by Roger McGough?</li> <li>• How does expression change a song?</li> <li>• Can I explain what a sound picture is?</li> <li>• How can music be organised?</li> <li>• How can music be layered?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I sing in 2 part harmony?</li> <li>• Can I accompany a song with melodic ostinato on tuned percussion?</li> <li>• Can I select descriptive sounds to accompany a poem?</li> <li>• Can I choose different timbres to make an accompaniment?</li> <li>• Can I learn about ternary form?</li> <li>• Can I layer rhythms using untuned percussion instruments?</li> <li>• Can I make choices about musical structure?</li> <li>• Can I understand how music can be organised in sequences and layers?</li> </ul>
Autumn 2	<b>Sounds</b>	<ul style="list-style-type: none"> <li>• What are aerophones?</li> <li>• What are idiophones?</li> <li>• What are chordophones?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I learn a traditional song?</li> <li>• Can I learn about Hindustani classical music?</li> <li>• Can I learn how sounds are produced and how instruments are classified?</li> </ul>
Spring 1	<b>Time</b>	<ul style="list-style-type: none"> <li>• What is metre?</li> <li>• How do I improvise?</li> <li>• What are rhythm patterns in staff notation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion?</li> <li>• Can I perform rhythmic ostinati individually and in combination?</li> <li>• Can I improvise to an ostinato accompaniment?</li> <li>• Can I listen to and learn about a Romantic piece of music?</li> </ul>
Spring 2	<b>In the Past</b>	<ul style="list-style-type: none"> <li>• What is pitch?</li> <li>• What is a medieval antiphon?</li> <li>• What is Tudor dance music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I understand and use pitch notations?</li> <li>• Can I read simple rhythm notation?</li> <li>• Can I listen to and learn about a style of music from the past?</li> </ul>
Summer 1	<b>Recorder</b>	<ul style="list-style-type: none"> <li>• Can I look after and clean a recorder?</li> <li>• What are the different parts on a recorder?</li> <li>• How does a recorder make sounds?</li> <li>• What is a rhythm and can I clap in the correct time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I use the 'ta' method when playing?</li> <li>• Can I use my tongue to make my notes clear and consistent?</li> <li>• Can I play and recognise the notes B, A and G?</li> <li>• Can I play notes in time with a given rhythm?</li> <li>• Can I begin to recognise the notes B, A and G on sheet music?</li> </ul>
Summer 2	<b>Human Body</b>	<ul style="list-style-type: none"> <li>• What is call and response structure?</li> <li>• How do I perform call and response?</li> <li>• What is binary form?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I sing in two parts (two different melodies) with movements and percussion?</li> <li>• Can I understand and perform binary form?</li> </ul>

Year 4	Topic	Knowledge	Skill
Autumn 1	<b>Environment</b>	<ul style="list-style-type: none"> <li>• How can a timbre be descriptive?</li> <li>• What is drone?</li> <li>• Can I compare Williams and Vivaldi?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I compose an introduction for a song?</li> <li>• Can I accompany a song?</li> <li>• Can I explore the descriptive music of two famous composers of the 20th and 21st century?</li> </ul>
Autumn 2	<b>Ancient Worlds</b>	<ul style="list-style-type: none"> <li>• What is a phrase in a melody?</li> <li>• What are layers in musical structure?</li> <li>• How do I play in a group?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I compare and contrast the structure of two pieces of music?</li> <li>• Can I explore layers and layering using a graphic score?</li> <li>• Can I identify key features of minimalist music?</li> </ul>
Spring 1	<b>Trumpet</b>	<ul style="list-style-type: none"> <li>• How do I hold a trumpet?</li> <li>• How do I play notes C,D,E,F and G?</li> <li>• What is staff notation?</li> <li>• What is jazz music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I gain basic playing technique with embouchure, breath and posture?</li> <li>• Can I perform simple melodic and rhythmic parts on notes C, D, E, F and G?</li> <li>• Can I perform with control and awareness of what others in the group are playing?</li> <li>• Can I learn several tunes from memory and play to a LIVE audience?</li> <li>• Can I compare music and express growing tastes in music?</li> <li>• Can I explain how musical elements can be used together to compose music?</li> <li>• Can I attempt to play solo jazz over a backing track or as a live band accompanying?</li> </ul>
Spring 2	<b>Ukulele</b>	<ul style="list-style-type: none"> <li>• Can I recognise instruments?</li> <li>• Can I identify the instrument being played?</li> <li>• How do we compose music using musical elements?</li> <li>• What is Jazz blues music?</li> <li>• What is a strum pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I perform simple melodic and rhythmic strum patterns on chords C, D, F, G7, A, Am, C6, Cm7, G, E and Em7 over Blues backing tracks?</li> <li>• Can I develop strum technique working alongside a 'Tempo Ladder' (metronome)?</li> <li>• Can I attempt to sing and play?</li> <li>• Can I learn to play varied tunes?</li> <li>• Can I play for a LIVE audience?</li> <li>• Can I comment on likes and dislikes?</li> </ul>
Summer 1	<b>Food and Drink</b>	<ul style="list-style-type: none"> <li>• How do I combine voice and movement?</li> <li>• What is rondo structure?</li> <li>• What is a Ghanaian call and response song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I compose and play sequences of word rhythms?</li> <li>• Can I learn a traditional West African call and response song?</li> </ul>
Summer 2	<b>Around the World</b>	<ul style="list-style-type: none"> <li>• What is the pentatonic scale?</li> <li>• How do I play a pentatonic song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I play a pentatonic song with leaps in pitch on tuned percussion?</li> <li>• Can I combine singing with untuned and tuned percussion in a performance?</li> <li>• Can I compose and notate pentatonic melodies on a graphic score?</li> <li>• Can I learn about and sing an African-American spiritual?</li> <li>• Can I develop listening skills by analysing and comparing music from different traditions?</li> </ul>

Year 5	Topic	Knowledge	Skill
Autumn 1	Solar System	<ul style="list-style-type: none"> <li>How do images help create descriptive sound sequences?</li> <li>What is a melodic ostinato?</li> <li>Can I develop rap techniques using texture and rhythm?</li> <li>What is a whole tone scale?</li> <li>How can I musically accompany a poem?</li> <li>What does scoring mean?</li> </ul>	<ul style="list-style-type: none"> <li>Can I listen to music with focus and analyse composition using musical vocabulary from a famous American composer?</li> <li>Can I perform an ostinato using a piece of music from a famous American composer?</li> <li>Can I play and improvise the whole tone scale?</li> <li>Can I recognise the work of famous composers?</li> <li>Can I listen to a 19<sup>th</sup> century tone poem and describe its effects and use of the musical dimensions?</li> <li>Can I create and present a performance of song, music and poetry?</li> </ul>
Autumn 2	Keeping Healthy	<ul style="list-style-type: none"> <li>What is a syncopated melody?</li> <li>What is a chromatic pitch?</li> <li>What is the difference between playing in unison and playing in two parts?</li> <li>Why is grid or staff notation useful when playing a bassline?</li> <li>What is a syncopated rhythm?</li> <li>How can I follow a score?</li> </ul>	<ul style="list-style-type: none"> <li>Can I develop rhythm skills through singing, playing and moving?</li> <li>Can I play a chromatic sequence of notes in a song?</li> <li>Can I accompany a song with sung and played drones?</li> <li>Can I use sing and play an American spiritual?</li> <li>Can I identify on-beat and syncopated rhythm patterns?</li> <li>Can I combine musical exercises with selected songs to create a complete performance?</li> </ul>
Spring 1	Trumpet	<ul style="list-style-type: none"> <li>How do I play notes Bb, C, D, Eb and F?</li> <li>Can I begin to read tunes using up to 5 notes?</li> <li>What does time signature mean?</li> <li>Can I name the musical notes I am using?</li> <li>What is Jazz, Rock and Blues music?</li> </ul>	<ul style="list-style-type: none"> <li>Can I perform simple melodic and rhythmic parts on concert Bb, C, D, Eb, and F?</li> <li>Can I improvise patterns growing in sophistication over a Jazz Blues?</li> <li>Can I perform with further control and awareness of what others in the group are playing?</li> <li>Can I learn several new tunes from memory and play to a LIVE audience?</li> <li>Can I compare and evaluate different kinds of music using appropriate musical vocabulary?</li> <li>Can I explain how musical elements, features and styles can be used together to compose music?</li> <li>Can I improvise patterns growing in sophistication over a Jazz and Rock Blues?</li> </ul>
Spring 2	At the Movies	<ul style="list-style-type: none"> <li>How does early animation tell us what music narrative is?</li> <li>What is the effect of music in movies?</li> <li>What is phrase structure?</li> <li>What are musical clichés?</li> <li>What techniques are used in movie soundtracks?</li> <li>What are cue scores?</li> </ul>	<ul style="list-style-type: none"> <li>Can I interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities?</li> <li>Can I develop an understanding of the effect of music in movies?</li> <li>Can I invent a melodic sequence to accompany a movie with three tempi?</li> <li>Can I evaluate and refine compositions with reference to the inter-related dimensions of music?</li> <li>Can I create sounds for a movie, following a timesheet?</li> <li>Can I perform group compositions in a sequence with an animation?</li> </ul>
Summer 1	Life Cycles	<ul style="list-style-type: none"> <li>What is the difference between tuned and untuned instruments?</li> <li>What is staff notation?</li> <li>How can I deliver a good performance?</li> <li>What does compose mean?</li> <li>Can I name different extended vocal techniques?</li> <li>How does structure impact composition?</li> </ul>	<ul style="list-style-type: none"> <li>Can I sing in three parts?</li> <li>Can I read a melody in staff notation?</li> <li>Can I accompany a song with tuned and untuned instruments?</li> <li>Can I compose and perform together?</li> <li>Can I combine vocal sounds in a performance?</li> <li>Can I create a performance using voices and instruments in four parts?</li> </ul>
Summer 2	Our Community	<ul style="list-style-type: none"> <li>Can I show an understanding of metre through singing and playing instruments?</li> <li>How can lyrics convey different thoughts?</li> <li>Can I identify historical features and use these to write lyrics?</li> <li>Can I compare two versions of a song?</li> <li>Can I explain the relationship between different pieces of music?</li> </ul>	<ul style="list-style-type: none"> <li>Can I develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion?</li> <li>Can I conduct metres of two, three and four?</li> <li>Can I learn about jazz scat singing and devise scat sounds?</li> <li>Can I learn to sing a song from English musical heritage (20<sup>th</sup> century)?</li> <li>Can I prepare for a performance by considering narration, performance space, setting up and other logistics?</li> </ul>

Terms	Topic	Knowledge	Skill
Autumn 1	<b>World Unite</b>	<ul style="list-style-type: none"> <li>Do you know syncopation is when we stress a weak beat?</li> <li>Can I perform syncopation with body percussion?</li> <li>How can you use a cup to create a rhythm?</li> <li>Do you know performing as part of a group means practicing together?</li> <li>Do I know 'scat' sounds are evolved from jazz music?</li> <li>Do you know that 'harmony' in music, is the sound of two or more notes being heard simultaneously?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of beat and syncopation through singing and body percussion.</li> <li>Demonstrate coordination and rhythm skills by participating in a complex circle game.</li> <li>Devise, combine and structure rhythm through dance.</li> <li>Demonstrate understanding of pitch through singing from simple staff notation.</li> </ul>
Autumn 2	<b>Journeys</b>	<ul style="list-style-type: none"> <li>Can you recognise the metre in music as the number of beats per bar?</li> <li>Can I perform a song in unison and in 3 parts?</li> <li>Do I know I need to be aware of my audience when creating and staging a performance?</li> <li>Do I know the British song writer Labi Siffre composed the song 'Something inside so strong'?</li> <li>Can I list and collect words to describe the meaning of a song?</li> <li>Can I perform a song cycle?</li> </ul>	<ul style="list-style-type: none"> <li>Convey lyrical meaning through expressive singing in a part-song with echoes.</li> <li>Develop song cycles for performance, making decisions about texture, staging and dramatization.</li> <li>Learn to sing major and minor note patterns accurately.</li> <li>Demonstrate planning, directing and rehearsal skills through allocated roles, such as technicians and researchers.</li> <li>Learn a 19080s pop song with understanding of its structure.</li> <li>Learn to sing 21<sup>st</sup> Century British choral work.</li> </ul>
Spring 1	<b>Growth</b>	<ul style="list-style-type: none"> <li>Do you know ostinato is a continually repeated musical phrase or rhythm throughout a song?</li> <li>Can I improvise to create a different rhythm in a song?</li> <li>Do I know that a chord is a group (typically 3) notes played together?</li> <li>Do I know that a flash mob is a group of people who come together to perform for a brief time and then quickly disappear?</li> <li>Can I compare and contrast flash mob performances?</li> <li>Can I create a musical story scene by scene?</li> </ul>	<ul style="list-style-type: none"> <li>Play chordal accompaniment to a piece.</li> <li>Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music.</li> <li>Follow and interpret a complex graphic score for four instruments.</li> <li>Learn to sing and play ostinato from an early 20<sup>th</sup> century orchestral work.</li> </ul>
Spring 2	<b>Glockenspiel</b>	<ul style="list-style-type: none"> <li>Do I know that a Glockenspiel is an instrument with 'bell-like' sounds?</li> <li>Do I know that ascending means the notes get higher and descending means the notes get lower?</li> <li>Do you know a lettered score will help you perform music?</li> <li>Do I know a ternary form consists of a pattern of ABA?</li> <li>Do I know the famous English folk tune <i>Lavenders Blue</i>?</li> <li>Do I know the American folk song <i>'Camptown Races'</i>?</li> </ul>	<ul style="list-style-type: none"> <li>Can you play ascending and descending notes on the glockenspiel?</li> <li>Play the scale of C major on the glockenspiel.</li> <li>Can I read a lettered score?</li> <li>Can I perform a ternary score?</li> <li>Can I perform in three-part harmony?</li> <li>Can I recognise the repeat symbol?</li> </ul>
Summer 1	<b>Glockenspiel</b>	<ul style="list-style-type: none"> <li>Do you know an upbeat is also called a pick-up note?</li> <li>Do I know the well-known hymn 'Amazing Grace'?</li> <li>Do I know the son' For he's a Jolly Good Fellow' is a well-known song?</li> <li>Do you know the repeat sign can be used at the beginning and end of a phrase you need to repeat e.g. I: :I?</li> <li>Do I know a Volta Bracket shows me how many times I need to repeat the phrase?</li> </ul>	<ul style="list-style-type: none"> <li>Can I play an upbeat?</li> <li>Can I play in three-part harmony?</li> <li>Can I play at the correct time?</li> <li>Can I repeat a phrase?</li> <li>Can I play using a Volta Bracket (time bar)?</li> </ul>
Summer 2	<b>Moving On</b>	<ul style="list-style-type: none"> <li>Can I sing the song 'Happy memories' in harmony?</li> <li>Can I identify changes in rhythm in a song?</li> <li>Can I recognise changes in pitch?</li> <li>Can I record happy memories?</li> <li>Can I identify the mood and style of a song?</li> <li>Can I describe what a musical bridge is in a song?</li> </ul>	<ul style="list-style-type: none"> <li>Perform complex song rhythms confidently.</li> <li>Change vocal tone to reflect mood and style.</li> <li>Experience and understand the effect of changing harmony.</li> <li>Listen to and understand modulation in a musical bridge.</li> <li>Play tuned instrumental parts confidently from graphic scores with note names.</li> </ul>