

Music Overview
Key Knowledge, Skills and Vocabulary

Year B

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, developing skills for life, celebrating responsible citizens and providing opportunities to debate and reflect.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	Marvellous Me! Celebrations	Explorers through Time	Who are you going to call?	A Child's War
	Me!	Listening and Appraising	Listening and Appraising	Listening and Appraising
National Curriculum Objectives	<p><u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p><u>Listening</u>, developing knowledge and understanding.</p> <p>Use Hands, Feet, Heart Lessons on Charanga</p>	<p>Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use Mamma Mia Lessons on Charanga</p>	<p>Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use Livin' on a Prayer Lessons on Charanga</p>
Key Knowledge	<p>L+R: To know 5 nursery rhymes off by heart (link to Poetry Basket)</p> <p>E+C: To begin to move to the pulse of the music</p> <p>S: To begin to sing nursery rhymes from memory</p>	<p>-To know five songs off by heart.</p> <p>-To know some songs have a chorus or a response/answer part.</p> <p>-To know that songs have a musical style.</p>	<p>-To know five songs from memory and who sang them or wrote them</p> <p>-To know the style of the five songs.</p> <p>-To choose one song and be able to talk about: -Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>-The lyrics: what the song is about.</p> <p>-Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>-Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>- Name some of the instruments they heard in the song</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why? -To know the style of the songs and to name other songs from the Units in those styles.</p> <p>-To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>-The lyrics: what the songs are about</p> <p>-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>-Identify the structure of the songs (intro, verse, chorus etc.)</p>

				<ul style="list-style-type: none"> -Name some of the instruments used in the songs -The historical context of the songs. What else was going on at this time, musically and historically? -Know and talk about that fact that we each have a musical identity
Key Skills	<p>L+R: To learn that music can touch your feelings</p> <p>E+C: Find the pulse by copying</p> <p>S: Begin to sing along to pre-recorded song</p>	<ul style="list-style-type: none"> -To learn how children can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> -To confidently identify and move to the pulse. -To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). -Talk about the music and how it makes them feel. -Listen carefully and respectfully to other people's thoughts about the music. -Use musical words when talking about music 	<ul style="list-style-type: none"> -To identify and move to the pulse with ease. -To think about the message of songs. -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. -Listen carefully and respectfully to other people's thoughts about the music. -Use musical words when talking about music -To talk about the musical dimensions working together in the Unit songs. -Talk about the music and how it makes you feel, using musical language to describe the music.
Sequence of lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<ul style="list-style-type: none"> Can I change the sound that an instrument makes? Can I change the tempo or dynamics of an instrument? Can I keep the rhythm and beat of a tune? Can I perform a song together in an ensemble? 	<ul style="list-style-type: none"> Can I use the correct musical terms to describe a piece of music? Can I use musical vocabulary to give my opinions about music? Can I discuss the effect of layers of sound to change moods of music? Can I recognise some instruments in an orchestral piece of music? 	<ul style="list-style-type: none"> Can I use the correct musical terms to describe a piece of music? Can I find the beat in music and explain the meaning of tempo, dynamics, metre and timbre? Can I discuss the effect of layers of sound to change moods of music? Can I recognise instruments in orchestral music and describe their effect?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat,	Rhythm, performance, Drums, dynamics, tempo, beat	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody ,	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody

	pitch, tempo, dynamic, compose, dance, move, perform, style		sense of occasion expressive, solo, harmonies, musical elements	(with cultural context) , sense of occasion , expressive, solo, harmonies, musical elements Similarities, differences, performer, live, recorded
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	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Marvellous Me! Celebrations	Where's our kingdom?	Where can we go?	Is there anybody out there?
	My Stories	Playing	Playing	Playing
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	Play tuned and un-tuned instruments musically Use I Wanna Play in a Band Lessons on Charanga (note: glocks and recorders can be replaced with simple percussion)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Glockenspiel Stage 2 Lessons on Charanga	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Classroom Jazz 2 Lessons on Charanga
Key Knowledge	L+R: To know 10 nursery rhymes off by heart (link to Poetry Basket) E+C: To move to the pulse of the music S: To begin to sing and rap nursery rhymes from memory	Know the names of the notes in their instrumental part from memory or when written down. -Know the names of untuned percussion instruments played in class	To know and be able to talk about: -The instruments used in class (a glockenspiel, recorder or xylophone). - Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: -Different ways of writing music down – e.g. staff notation, symbols -Notes C, D, E, F, G, A, B + C on the treble stave -The instruments they might play or be played in a band or orchestra or by their friends
Key Skills	L+R: To learn that music can touch your feelings To begin to move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse	-Treat instruments carefully and with respect. -Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).	To treat instruments carefully and with respect. - Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.	Play a musical instrument with the correct technique within the context of the Unit song. --Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

	S: Begin to sing along to pre-recorded song and add actions	-Play the part in time with the steady pulse. -Listen to and follow musical instructions from a leader.	-To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader. -To experience leading the playing by making sure everyone plays in the playing section of the song.	-To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader. -To lead a rehearsal session
Sequence of lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I name some musical instruments? Can I name some notes? Can I sing a familiar song, tapping the rhythm at the same time? Can I play an instrument in time with the beat? Can I perform a song with musical instruments to accompany?	Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others? Can I sing in tune (limited range)? Can I sing a song with two or more parts?	Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping? Can I sing songs in unison? Can I maintain my own part when singing songs in two parts? Can I sing songs in different metres, tapping the pulse on the strong beats?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Voice, musical instrument, singing, rhyme, rhythm, beat	Tempo/speed, dynamics/volume , pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	Our Wonderful World Let's Go On An Adventure	Traps, Trams and Trains	Davy Shines the Light!	Ancient Egyptians – the original farmers?
	Everyone!	Singing	Singing	Singing
National Curriculum Objectives	Development Matters To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	Performing, singing, vocal expression chants and rhymes. Use Ho Ho Ho Lessons on Charanga	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Stop! Lessons on Charanga	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use A New Year Carol Lessons on Charanga
Key Knowledge	L+R: To know 15 nursery rhymes off by heart (link to Poetry Basket) E+C: To move to the pulse of the music in different ways S: To sing and rap a variety nursery rhymes from memory	-To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. -To know that songs include other ways of using the voice e.g. rapping (spoken word). -To know why we need to warm up our voices	To know and be able to talk about: -Singing in a group can be called a choir -Leader or conductor: A person who the choir or group follow -Songs can make you feel different things e.g. happy, energetic or sad -Singing as part of an ensemble or large group is fun, but that you must listen to each other -Texture: How a solo singer makes a thinner texture than a large group -To know why you must warm up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. -To know about the style of the songs so you can represent the feeling and context to your audience -To choose a song and be able to talk about: -Its main features -Singing in unison, the solo, lead vocal, backing vocals or rapping -To know what the song is about and the meaning of the lyrics -To know and explain the importance of warming up your voice
Key Skills	L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse	-Learn about voices singing notes of different pitches (high and low). -Learn that they can make different types of sounds with their voices – you can rap -Learn to find a comfortable singing position. -Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. - To demonstrate a good singing posture. -To follow a leader when singing. -To enjoy exploring singing solo. -To sing with awareness of being 'in tune'.	-To sing in unison and to sing backing vocals. -To demonstrate a good singing posture. -To follow a leader when singing. -To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group.

	Copy basic rhythm patterns of single words, building to short phrases S: Sing along to pre-recorded song and add actions		-To rejoin the song if lost. -To listen to the group when singing	-To sing with awareness of being 'in tune'.
Sequence of lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I use my voice expressively? Can I sing songs expressively and in different ways? Can I sing with a good, clear voice? Can I sing in time to a beat?	Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others? Can I sing in tune (limited range)? Can I sing a song with two or more parts?	Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping? Can I sing songs in unison? Can I maintain my own part when singing songs in two parts? Can I sing songs in different metres, tapping the pulse on the strong beats?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Voice, musical instrument, singing, rhyme, rhythm, beat	Tempo/speed, dynamics/volume , pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	Our Wonderful World Let's Go On An Adventure	A Land Down Under	How Mighty is a Mountain?	Who lives in Rio?
	Our World	Improvisation	Improvisation	Improvisation
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of	Improvising and experimenting- control and change sounds. Use Zootime Lessons on Charanga	Pupils should be taught: Improvise and compose music for a range of purpose Use Lean on Me Lessons on Charanga	Pupils should be taught: Improvise and compose music for a range of purpose Use You've Got a Friend Lessons on Charanga

	percussion instruments correctly and with good rhythm.			
Key Knowledge	<p>L+R: To know 20 nursery rhymes off by heart (link to Poetry Basket)</p> <p>E+C: To move to the pulse of the music in different ways</p> <p>S: To sing and rap a variety of nursery rhymes from memory</p>	<p>-Know that improvisation is making up your own tunes on the spot.</p> <p>-Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-Know that everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation:</p> <p>- Improvisation is making up your own tunes on the spot</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-To know that using one or two notes confidently is better than using five</p> <p>- To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>-To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know and be able to talk about improvisation:</p> <p>- Improvisation is making up your own tunes on the spot</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-To know that using one, two or three notes confidently is better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>-To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>-To know three well-known improvising musicians</p>
Key Skills	<p>L+R: To learn that music can touch your feelings</p> <p>To move to music by dancing, marching, being animals</p> <p>E+C: Find the pulse by copying</p> <p>Find different ways to keep the pulse</p> <p>Copy basic rhythm patterns of single words, building to short phrases</p> <p>Begin to explore high and low sounds using voices and sounds of characters</p> <p>S: Sing along to pre-recorded songs and add actions</p>	<p>1. Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>

Sequence of lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I listen and respond to melodic phrases and familiar songs? Can I describe how a piece of music makes me feel? Can I tell others my opinion of a piece of music? Can I sing some familiar songs?	Can I use sound to create abstract effects? Can I create repeated patterns with a range of instruments? Can I create my own accompaniment for a tune? Can I use digital technology to compose a tune?	Can I create tunes with rhythmic patterns? Can I create melody, chords and rhythm using a variety of devices? Can I select elements to gain a specific effect? Can I use digital technology to compose, edit and refine a piece of music?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Feelings, tempo, pitch, high, low, soft, loud, happy, sad, emotions	Compose, melody, tempo/speed, dynamics/volume, pitch, voice, lyrics	Pitch, vocal effects, control, compose, lyrics, melodic phase, tempo, dynamics

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Fun at the Seaside	The Unsinkable Ship?	What did the Greeks ever do for us?	Stone Age - Carving the way forward?
	Big Bear Funk	Composition	Composition	Composition
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	To listen and appraise. To create rhythms and melodies. Use Friendship Song Lessons on Charanga	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory Use Blackbird Lessons on Charanga	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory Use Music and Me Lessons on Charanga
Key Knowledge	L+R: To know 20 nursery rhymes off by heart (link to Poetry Basket) To know the stories of some of the nursery rhymes E+C: To move to the pulse of the music in different ways	-Know that composing is like writing a story with music. -Know that everyone can compose.	To know and be able to talk about: -A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.	To know and be able to talk about: -A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.

	To know that the words of songs can tell stories and paint pictures S: To sing and rap a variety of nursery rhymes from memory Know that songs have sections S+P: Know that a performance is sharing music		-Different ways of recording compositions (letter names, symbols, audio etc.)	-A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Notation: recognise the connection between sound and symbol
Key Skills	L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse Copy basic rhythm patterns of single words, building to short phrases Begin to explore high and low sounds using voices and sounds of characters S: Sing along to pre-recorded songs and add actions Sing along with a backing track S+P: Perform any of the nursery rhymes by singing and adding actions or dance	-Help create three simple melodies with the Units using one, three or five different notes. -Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or all five different notes. - Plan and create a section of music that can be performed within the context of the unit song. -Talk about how it was created. -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. --Explain the keynote or home note and the structure of the melody. - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. – -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Sequence of lessons	Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I find different ways to change a sound? Can I use body percussion to explore rhythms? Can I compose a simple tune? Can I create sound effects for a picture or story?	Can I recognise notes (crotchets, quavers, semibreves, crotchet rests)? Can I recognise where some notes are on the treble clef staff? Can I play some notes from music? Can I clap some simple rhythms which include rests? Can I make my own composition using some notes?	Can I recognise notes (crotchets, quavers, semibreves, crotchet and quaver rests)? Can I recognise where some notes are on the treble clef staff? Can I read and play some notes from music? Can I make my own composition using some notes?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Pitch, Tone, Volume, Percussion, Triangle, Taiko Drum, Xylophone, Maracas, Tambourine,	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody ,	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody (with cultural context) , sense of

		Rhythm	sense of occasion expressive, solo, harmonies, musical elements composition	occasion , expressive, solo, harmonies, musical elements Similarities, differences, performer, live, recorded, composition
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	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	The Great Outdoors Fun at the Seaside	My Ocean, Your Ocean, Our Ocean?	Can we live anywhere?	Who are the Guardians of the Rainforest?
	Reflect, Rewind and Replay	Performance	Performance	Performance
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	Pupils should be taught: To listen, play and perform using voices and musical instruments. Use Reflect Rewind and Replay Lessons on Charanga (Year 2)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Reflect Rewind and Replay Lessons on Charanga (Year 4)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Reflect Rewind and Replay Lessons on Charanga (Year 6)
Key Knowledge	L+R: To know 20 nursery rhymes off by heart (link to Poetry Basket) To know the stories of some of the nursery rhymes E+C: To move to the pulse of the music in different ways To know that the words of songs can tell stories and paint pictures S: To sing and rap a variety of nursery rhymes from memory Know that songs have sections S+P: Know that a performance is sharing music	-To know that a performance is sharing music with an audience -Know that a performance can be a special occasion and involve a class, year group or whole school -Know that an audience can include your parents and friends	To know and be able to talk about: -Performing is sharing music with other people, an audience -A performance doesn't have to be a drama! It can be to one person or to each other -You need to know and have planned everything that will be performed -You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know	To know and be able to talk about: -Performing is sharing music with an audience with belief -A performance doesn't have to be a drama! It can be to one person or to each other -Everything that will be performed must be planned and learned -You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know

			<ul style="list-style-type: none"> - It is planned and different for each occasion -It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> - It is planned and different for each occasion - A performance involves communicating ideas, thoughts and feelings about the song/music
Key Skills	<p>L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse Copy basic rhythm patterns of single words, building to short phrases Begin to explore high and low sounds using voices and sounds of characters Invent a pattern using one pitched note, keeping the pulse throughout S: Sing along to pre-recorded songs and add actions Sing along with a backing track S+P: Perform any of the nursery rhymes by singing and adding actions or dance Perform any of the nursery rhymes or songs adding a simple instrumental part</p>	<ul style="list-style-type: none"> -Choose a song they have learnt from the Scheme and perform it. -Add their ideas to the performance. -Record the performance and say how they were feeling about it 	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> -Present a musical performance designed to capture the audience. -To communicate the meaning of the words and clearly articulate them. -To talk about the best place to be when performing and how to stand or sit. -To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> -To communicate the meaning of the words and clearly articulate them. -To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. -To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Sequence of Lessons	<p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<ul style="list-style-type: none"> - Can I listen and respond to melodic phrases and familiar songs? - Can I describe how a piece of music makes me feel? 	<ul style="list-style-type: none"> Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others? Can I sing in tune (limited range)? 	<ul style="list-style-type: none"> Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping?

		<ul style="list-style-type: none"> - Can I tell others my opinion of a piece of music? - Can I sing some familiar songs? 	Can I sing a song with two or more parts?	<p>Can I sing songs in unison?</p> <p>Can I maintain my own part when singing songs in two parts?</p> <p>Can I sing songs in different metres, tapping the pulse on the strong beats?</p>
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Feelings, tempo, pitch, high, low, soft, loud, happy, sad, emotions	Tempo/speed, dynamics/volume , pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns