



## Music Lesson Objective Map

Differentiation by task activity - See weekly planning for additional demand for GDS pupils and for SEND pupils refer to SEND passport targets.  
 AFL minimum expectations during each lesson - modelling by teacher; peer and self-assessment; targeted questioning  
 Long term memory development strategies - Last lesson/this lesson/next lesson

*Each topic to be taught in bullet point order using these lesson objectives.*

Year Group	Autumn	Spring	Summer
<b>Pre-School</b>	<p><u>Communication &amp; Language</u>            Develop pretend play through taking part in singing games.            Begin to identify the names of familiar musical instruments.</p> <p><u>Personal, social &amp; Emotional Development</u>            Begin to show 'effort control' e.g. waiting for a turn in a singing game.</p> <p><u>Physical Development</u>            Gradually gaining control of body movements e.g. stamping and clapping to music.            Developing manipulation and control when playing musical instruments.</p> <p><u>Literacy</u>            Enjoying songs, joining in with them.            Saying some of the words in songs and rhymes, copying finger movements and gestures.            Singing and saying some rhymes independently.</p> <p><u>Mathematics</u>            Take part in finger rhymes with numbers.</p> <p><u>Expressive Arts and Design</u>            Showing attention to sounds and music, responding when it changes and moving and dancing to music.            Anticipate phrases and actions in songs, exploring their voices.            Join in with songs and rhymes, making some sounds.            Explore and play a range of sound-makers and instruments.            Enjoy taking part in action songs and singing games.</p>		
<b>Nursery</b>	<p><u>Communication and Language</u>            Sing a large repertoire of songs and know many rhymes.</p> <p><u>Personal, Social and Emotional Development</u>            Play with one or more other children, extending play ideas through singing games.</p> <p><u>Physical Development</u>            Increasingly able to recall sequences and patterns of movements related to music and rhythm.            Use a comfortable grip with good control when playing musical instruments.</p>		

	<p><u>Literacy</u> Develop their phonological awareness by counting, clapping and tapping syllables in a word on instruments.</p> <p><u>Mathematics</u> Show 'finger numbers' up to 5 in musical songs and rhymes.</p> <p><u>Expressive Arts and Design</u> Take part in simple pretend play during singing games. Listen and respond with increased attention to musical sounds, developing ability to 'pitch match' tones sung to them. Remember and sing entire songs, increasingly able to better match a melody's shape. Creating and improvising songs around one they already know. Play instruments with increasing control.</p>		
<p><b>Reception</b></p>	<p><u>Communication</u> Learn new vocabulary through songs and rhymes. Listen carefully to rhymes, songs and poems, paying attention and learning them over time.</p> <p><u>Personal, Social and Emotional Development</u> Build constructive and respectful relationships through teamwork in singing games.</p> <p><u>Physical Development</u> Revise and refine fundamental movement skills such as walking and jumping as they take part in songs.</p> <p><u>Mathematics</u> Count objects, actions and sounds during songs and rhymes.</p> <p><u>Expressive Arts and Design</u> Listen attentively and moving to music, expressing feelings and responses. Sing in a group or as individual, developing their ability to pitch match and follow a melody. Explore and engage in music making, solo or in group.</p>		
<p><b>1</b></p>	<p><b>Objectives to be delivered in all lessons 1 - 12:</b> Using voices to <b>sing songs</b> and <b>speak rhymes and chants</b> together. <b>Using a variety of voices - singing/speaking/whispering/thinking.</b> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>AUTUMN 1</u></b> <b>Lesson 1:</b> Sing in time to the <b>steady beat</b> of a song. <b>Lessons 2 &amp; 3:</b></p>	<p><b>Objectives to be delivered in all lessons 1 - 12:</b> Sing songs and speak chants and rhymes in different styles and with sense of enjoyment. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>SPRING 1</u></b> <b>Lessons 1, 2 &amp; 3:</b> Perform an action or a sound on the steady beat of a song whilst singing. <b>Lessons 4 &amp; 5:</b></p>	<p><b>Objectives to be delivered in all lessons 1 - 12:</b> Sing songs and speak rhymes and chants showing increasing vocal control and improved listening skills whilst singing. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>SUMMER 1</u></b> <b>Lessons 1, 2 &amp; 3</b> Play untuned percussion instruments, musically as appropriate with a song, loudly/quietly, fast/slow. <b>Lesson 4:</b></p>

Co-ordinate actions to go with the beat a song.

**Lesson 4:**

Learn to name and play a wider range of untuned percussion instruments by.

Listen to **live and recorded demonstrations.**

**Lessons 5 & 6:**

Learn to play **untuned percussion instruments** in different ways.

**AUTUMN 2**

**Lessons 7, 8 & 9:**

Play **untuned percussion instruments** musically to the steady beat of songs, rhymes and chants.

**Lesson 10:**

Follow simple signals (stop/start) when singing and playing untuned percussion instruments.

**Lesson 11:**

Experiment with creating and combining the sounds of different untuned percussion instruments to accompany songs.

**Lesson 12:**

Listen to and learn about pieces of high quality live and recorded music.

Imitate rhythm patterns from chants, rhymes and songs on an untuned percussion instrument.

**Lesson 6:**

Perform, with help, the rhythms of spoken phrases using body percussion and untuned percussion instruments.

**SPRING 2**

**Lesson 7 & 8:**

Compose and combine a sequence of sounds using untuned percussion instruments.

**Lesson 9:**

Use graphics or symbols to represent the sounds they have made.

**Lesson 10:**

Concentrate on listening to and learning to understand high quality music both live in school and from recordings.

**Lessons 11 & 12:**

Experiment with the 'dimensions' of music including improvising rhythms and varying tempi and pitch.

Show improved aural recognition of untuned percussion sounds.

**Lessons 5 & 6:**

Play repeated rhythms (ostinati) to accompany songs using body percussion and untuned percussion instruments.

**SUMMER 2**

**Lesson 7:**

Play repeated rhythms (ostinati) to accompany songs using body percussion and untuned percussion instruments.

**Lessons 8 & 9:**

Begin to play tuned percussion instruments musically to accompany songs.

**Lesson 10:**

Play untuned and tuned percussion musically with a song, combining sounds.

**Lesson 11:**

Begin to use musical terms to show understanding of live and recorded music [louder/quieter, slower/faster, high/low].

**Lesson 12:**

Begin to articulate how changes in tempo, pitch and dynamics affect the mood of music they listen to.

# 2

## Objectives to be delivered in all lessons 1 - 12:

Sing a wider variety of songs with more accuracy of pitch and build repertoire of rhymes and chants.

Listen with concentration and understanding to a range of high-quality live and recorded music.

### AUTUMN 1

#### **Lessons 1 & 2:**

Echo short sung melodic phrases accurately by listening with concentration.

#### **Lessons 3 & 4:**

Listen with concentration to identify if the pitch of a song is getting higher/lower/staying the same.

#### **Lessons 5 & 6:**

Play untuned percussion instruments with control e.g. maintaining a steady beat, getting faster/louder.

### AUTUMN 2

#### **Lesson 7:**

Listen with concentration and copy back rhythm patterns from songs, rhymes and chants using body percussion and untuned percussion.

#### **Lessons 8 & 9:**

Perform a rhythm accompaniment to songs, recalling the names and sounds of untuned percussion instruments, then selecting and experimenting with different instrumental sounds.

## Objectives to be delivered in all lessons 1 - 12:

Use the singing voice expressively to sing words clearly, breathing at the end of phrases.

Listen with concentration and understanding to a range of high-quality live and recorded music.

### SPRING 1

#### **Lessons 1 & 2:**

Use voices creatively to convey the mood of songs, chants and rhymes.

#### **Lessons 3 & 4:**

Add untuned percussion instruments to songs, rhymes and chants playing on the beat and with rhythms.

#### **Lessons 5 & 6:**

Concentrate on listening to recordings of orchestral music, learning to recognise the sounds of some orchestral instruments.

### SPRING 2

#### **Lesson 7:**

Plan small group compositions based on a stimulus, experimenting with creating and combining suitable sounds.

#### **Lessons 8 & 9:**

Compose a piece with a beginning, middle and end (structure), selecting untuned percussion and creating a graphic score.

#### **Lesson 10:**

Perform group compositions/sequences of sounds from graphic scores and

## Objectives to be delivered in all lessons 1 - 12:

Sing with a sense of control of dynamics (volume) and tempo (speed), continuing to build a repertoire of chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

### SUMMER 1

#### **Lessons 1 & 2:**

Sing a wider variety of songs including rounds and longer songs.

#### **Lessons 3 & 4:**

Perform songs, chants and rhymes which include rests.

#### **Lessons 5 & 6:**

Play untuned percussion musically with songs and other music to demonstrate the pulse, rhythm, rests and duration.

### SUMMER 2

#### **Lessons 7 & 8:**

Play tuned percussion musically, copying back patterns and making up short tunes.

#### **Lesson 9:**

Combine tuned and untuned percussion with the singing and speaking voice in songs, chants and rhymes.

#### **Lesson 10:**

Work in small groups combining a range of instrumental sounds to produce short pieces to perform.

	<p><b>Lesson 10:</b> Compose repeated rhythmic patterns [ostinati] to accompany songs using self-selected untuned percussion sounds.</p> <p><b>Lessons 11 &amp; 12:</b> Listen with concentration to recorded and live music, identifying key musical elements e.g. high/low (pitch), fast/slow (dynamics).</p>	<p>reflect and appraise own and others' work.</p> <p><b>Lesson 11:</b> Play untuned percussion instruments with songs to explore combining the beat and rhythm.</p> <p><b>Lesson 12:</b> Work with untuned percussion to explore long and short sounds (duration) in songs, rhymes and chants.</p>	<p><b>Lesson 11:</b> Explore word patterns of known songs, chants and rhymes and make links to rhythm as a dimension of music.</p> <p><b>Lesson 12:</b> Listen to contrasting pieces of live and recorded music with greater understanding of how the related elements of music create its mood.</p>
<p style="text-align: center; font-size: 2em;"><b>3</b></p>	<p><b>Objectives to be delivered in all lessons 1 - 12:</b> Sing songs in a variety of styles with increasing confidence working with high quality live and recorded music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u><b>AUTUMN 1</b></u></p> <p><b>Lesson 1 &amp; 2:</b> Sing as a class ensemble with increasing control and accuracy of pitch. Accompany songs, playing a steady beat accurately, solo or as a group, on untuned percussion.</p> <p><b>Lessons 3 - 5:</b> Derive rhythm patterns from known songs in preparation for using and understanding musical notation.</p> <p><b>Lesson 6:</b> Read rhythms from stick notation and play as ostinati on body percussion or</p>	<p><b>Objectives to be delivered in all lessons 1 - 12:</b> Sing songs with increased awareness of phrasing, control of breathing and diction working with high quality live and recorded music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u><b>SPRING 1</b></u></p> <p><b>Lessons 1 &amp; 2:</b> Sing songs involving imitating increasingly longer phrases, fluently and with accuracy. Link rhythms from known songs and read from stick notation using rhythm names.</p> <p><b>Lesson 3:</b> Compose simple musical structures organised around given rhythms, using contrasting instrumental timbres. Improvise short vocal responses using a limited tone set.</p> <p><b>Lesson 4:</b></p>	<p><b>Objectives to be delivered in all lessons 1 - 12:</b> Sing songs, including songs with recognised structures, with increased expression. Work with high quality live and recorded music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u><b>SUMMER 1</b></u></p> <p><b>Lessons 1 &amp; 2:</b> Play the recorder with increasing control and improving technique. Grow fluency in reading staff notation including of directional markings.</p> <p><b>Lessons 3 &amp; 4:</b> Demonstrate awareness of dynamics and tempo in recorder playing and use this to achieve improved whole class ensemble playing.</p> <p><b>Lessons 5 &amp; 6:</b></p>

untuned percussion, solo or in a group, to accompany a song.

## **AUTUMN 2**

### **Lesson 7:**

Use untuned percussion instruments to combine pulse and rhythm to accompany songs with increasing accuracy and fluency. Improvise rhythms to fit with a pulse.

### **Lesson 8:**

Play tuned percussion as a solo, pair or in a group with increasing control,

### **Lesson 9:**

Play tuned and untuned percussion, improvising and composing ideas within a musical structure.

### **Lesson 10:**

Read rhythms from stick notation to play and perform on tuned percussion, solo or ensemble, with greater accuracy.

### **Lessons 11 & 12:**

Appreciate and understand a wider range of recorded music from different traditions. Explore and develop some understanding of the history of individual pieces and their composers.

Begin to play the descant recorder including an introduction to the foundations necessary to play with control. Listen to high quality live and recorded examples of recorder music from different traditions and learn of its history.

### **Lessons 5 & 6:**

Play the recorder in whole class ensembles, pairs and solo with increasing confidence and control.

Reading pitched notes from staff notation.

## **SPRING 2**

### **Lessons 7 & 8:**

Listening with attention to detail to high quality live recorder playing.

Play a limited range of notes, reading staff notation, and perform short improvisations.

### **Lessons 9 & 10:**

Play recorder with increasing confidence and control.

Extend note range, playing from staff notation and short tunes by recall with aural memory.

Improvise short melodies.

### **Lesson 11 & 12:**

Perform music combining recorder and percussion, reading stick and staff notation, combining beat, pitch, rhythm and timbre.

Play recorder in whole class groups and pairs with increasing confidence, covering a wider range of notes and more complex rhythms read from staff notation.

## **SUMMER 2**

### **Lesson 7:**

Play instruments with greater fluency and control, improvising short tunes.

### **Lesson 8:**

Perform a range of songs, chants and recorder pieces for an audience.

### **Lessons 9 & 10:**

Create a class composition which reflects the related elements of music and perform to peers.

### **Lessons 11 & 12:**

Develop some understanding of a range of high quality music by different composers and its history, listening to and watching recordings of performances by great musicians.

# 4

## Objectives to be delivered in all lessons 1 - 12:

Sing songs in a variety of styles with increasing awareness and control of voice tone. Work with high quality live and recorded music from different traditions.

Listen with attention to detail and recall sounds with increasing aural memory.

### AUTUMN 1

#### Lesson 1:

Sing confidently solo or as part of a small group.

Develop skills in reading stick and staff notation.

#### Lesson 2:

Foundation work on playing the ukulele with control. Listen to high quality live and recorded examples of ukulele playing from different traditions and learn something of its history.

#### Lessons 3 & 4:

To sing and play alternately with accuracy. Identifying higher and lower pitches and keeping a steady pulse in accompanying a recorded piece of music.

#### Lessons 5:

Learn different types of accompaniment and use in an ensemble performance.

#### Lesson 6:

## Objectives to be delivered in all lessons 1 - 12:

Sing songs showing musical expression adding appropriate phrasing, tempi changes, dynamics and mood. Develop more appreciation of high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### SPRING 1

#### Lessons 1 & 2:

Use a range of ICT music applications to sequence, compose and share work. Recognise the effect of combining layers of sounds and organising their ideas within a musical structure.

#### Lesson 3 & 4:

Use staff and stick notation reading skills. Combine melodic and rhythmic ostinati to accompany and perform songs.

#### Lesson 5 & 6:

Sing partner songs or rounds from aural memory with increasing confidence. Compose simple rhythmic accompaniments for songs, manipulating ideas within the songs.

### SPRING 2

#### Lessons 7 & 8:

## Objectives to be delivered in all lessons 1 - 12:

Sing two and three-part round songs with increasing confidence and expression. Appreciate and understand live and high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### SUMMER 1

#### Lessons 1 & 2:

Sing as part of a small group or solo with increasing confidence and control. Select and combine instrumental sounds to accompany singing.

#### Lesson 3:

Use tuned percussion to compose and play short compositions using the inter-related dimensions of music. Play from aural memory.

#### Lesson 4:

Use and develop understanding of staff notation. Compose and notate a two bar rhythm.

#### Lesson 5 & 6:

Identify the use of two or three time by listening to examples of high-quality live and recorded music. Use untuned percussion accurately to reinforce understanding of metre and structure.

	<p>Echo strum rhythms from songs and improvise rhythms.</p> <p><b>AUTUMN 2</b></p> <p><b>Lesson 7:</b> Learn to play the chord C and use to accompany a song. Compose new strumming patterns.</p> <p><b>Lesson 8 &amp; 9:</b> Continue to learn and play new chords and strumming patterns with increasing accuracy. Incorporate improvised patterns on tuned percussion.</p> <p><b>Lesson 10:</b> Read chords from TAB (tablature) notation with increased confidence. Learn further chords.</p> <p><b>Lesson 11:</b> Perform echo songs using two chords. Arrange an instrumental verse for tuned percussion and ukulele.</p> <p><b>Lesson 12:</b> Learn about the blues scale and use to improvise solos. Play and sing in performance to an invited audience.</p>	<p>Learn about the pentatonic scale and use it to improvise melodies. Create a piece around a simple structure.</p> <p><b>Lesson 9:</b> Use and understand notation for graphic scores. Perform a piece from a graphic score.</p> <p><b>Lessons 10 &amp; 11:</b> Create a group composition based on a stimulus using a graphic score. Organise and manipulate ideas as a group and perform.</p> <p><b>Lesson 12:</b> Listen to high quality recorded music from different traditions, composers and musicians. Learn to recognise and talk about the contrasting styles and features e.g. in metre, tempi, dynamics.</p>	<p><b>SUMMER 2</b></p> <p><b>Lesson 7:</b> Develop greater fluency in reading and playing rhythms from notation. Introduced to more complex rhythms aurally and notated.</p> <p><b>Lesson 8:</b> Develop understanding of staff notation through using it to read pitch across a small note range. Link aural memory and notated pitches.</p> <p><b>Lessons 9 &amp; 10:</b> Arrange a song using tuned/untuned accompaniments organised and manipulated from the song. Perform with expression.</p> <p><b>Lessons 11 &amp; 12:</b> Listen to contrasting pieces of live and recorded music from different traditions and composers. Develop some understanding of their history and use extracts to stimulate short improvised compositions.</p>
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# 5

## Objectives to be delivered in all lessons 1 - 12:

Sing a more demanding and varied repertoire in a range of styles with increasing accuracy and expression.

Listen to examples of high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### AUTUMN 1

#### Lessons 1 & 2:

Play a range of instruments with increasing accuracy and control.

Accompany singing to achieve expressive ensemble performance.

#### Lesson 3:

Combine increasingly accurate playing on tuned instruments with the singing of rounds.

#### Lessons 4 & 5:

Compose music as part of a group exploring the inter-related dimensions of music. Notate compositions using graphic notation.

#### Lesson 6:

Continue to develop fluency playing tuned instruments. Make increasing aural links with reading pitch on staff notation.

## Objectives to be delivered in all lessons 1 - 12:

Sing songs with increased fluency and more expression through improving awareness of phrasing and ensemble blend. Work with high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### SPRING 1

#### Lesson 1:

Use ICT music programmes to sample, sequence, loop and manipulate sounds to create soundscapes/compositions.

#### Lesson 2:

Refine ICT generated compositions and talk about the effects created using the inter-related dimensions of music. Listen with understanding to high-quality examples of ICT generated compositions.

#### Lesson 3 & 4:

Read and play rhythms from stick notation and perform accurately as part of a class ensemble.

#### Lessons 5 & 6:

Sing part songs including solos developing increasing confidence and fluency. Play accompaniments which combine the dimensions of music.

## Objectives to be delivered in all lessons 1 - 12:

Sing more independently with greater confidence and accuracy demonstrating awareness of the melody shape.

Perform with high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### SUMMER 1

#### Lessons 1 & 2:

Play ensemble pieces using staff notation. Play tuned and untuned instruments with increasing accuracy and fluency.

#### Lesson 3:

Listen to and sing a song drawn from the folk tradition. Sing expressively with an understanding of the song's links to history.

#### Lesson 4:

Listen to, appreciate and understand high quality recorded music with links to historical events. Examine how events are depicted through the music.

#### Lessons 5 & 6:

Work in groups to compose a piece based on a stimulus. Play instruments with control and expression and devise

## AUTUMN 2

### **Lesson 7:**

Improvise on tuned instruments within a wider tone set. Organise and manipulate ideas to create new musical structures.

### **Lesson 8:**

Demonstrate increasing understanding of the relationship between lyrics and rhythm. Create lyrics for a new verse of a song, working to a musical structure.

### **Lessons 9 & 10:**

Improvise with increasing confidence using the pentatonic scale. Perform in an ensemble with improving accuracy and control.

### **Lessons 11 & 12:**

Listen with understanding and appreciation to high quality recorded music from great composers and musicians. Research facts about the history of the music, recognise some of the inter-related dimensions of music within it and highlight these using body percussion and untuned percussion.

## SPRING 2

### **Lesson 7:**

Develop better understanding of staff notation, reading and performing pitches on melody instruments within a limited range.

### **Lesson 8:**

Use careful listening and aural memory to play by ear and copy back phrases or melodies on instruments with increasing confidence.

### **Lesson 9:**

Through understanding of staff notation begin to learn about and recognise chords. Play chords on melody instruments to accompany familiar songs.

### **Lesson 10:**

Play improvisations with developing character and expression over drones and grooves, responding to the beat and experimenting with a wider range of dynamics.

### **Lessons 11 & 12:**

Listen attentively to wide ranging pieces of recorded music by different composers. Compare and contrast the structures, dynamics and tempi. Use as stimulus to create short improvisations reflecting these elements of music.

graphic notation to express and record ideas. Prepare a performance.

## **SUMMER 2**

### **Lessons 7 & 8:**

Use stick notation to notate rhythms of known songs. Recalling pitches with aural memory, use solfa notation to link them to the rhythms. Perform songs on tuned instruments.

### **Lesson 9:**

Perform partner songs accurately from memory and solfa notation. Sing in class group, pairs and solos. Play tuned percussion confidently to support the singing.

### **Lesson 10 & 11:**

Perform more complex ensemble pieces following the notation of a musical score. Be able to recognise and explain the conventional instructions/markings on the notation.

### **Lesson 12:**

Listen with appreciation and understanding to contrasting pieces of high-quality music from great composers and different traditions. Identify similarities and differences and discuss stories or history behind the music.

# 6

## Objectives to be delivered in all lessons 1 - 12:

Sing with increasing accuracy and with good control of breathing and vocal technique. Listen to and work with examples of high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### AUTUMN 1

#### Lesson 1:

Sing confidently from memory songs with a limited tone set. Use solfa signing and notation. Read rhythm notation with greater understanding.

#### Lessons 2 & 3:

Use stick notation to notate rhythms of known songs. Recall pitches from aural memory, use solfa notation to link them to the rhythms. Perform songs with increasing control on tuned instruments.

#### Lesson 4:

Use attentive listening and increasing aural memory skills to sing and play in small ensembles, performing known songs with limited tone sets.

#### Lessons 5 & 6:

Plan and compose short pieces of music based on a stimulus using the pentatonic scale. Add variety using the inter-

## Objectives to be delivered in all lessons 1 - 12:

Sing with greater attention to phrasing, dynamics and accuracy of pitch. Work with high quality live and recorded music, demonstrations and accompaniments.

Listen with attention to detail and recall sounds with increasing aural memory.

### SPRING 1

#### Lessons 1 & 2:

Use a range ICT music programmes to sample, sequence, loop and manipulate sounds. Compose and build soundscapes. Refine compositions and explore, through high-quality recordings, examples of ICT's role in music composition.

#### Lesson 3:

Develop an understanding of music in the Tudor period. Explore music with a function through live and high-quality recorded performances, identifying use of the inter-related dimensions of music.

#### Lesson 4:

Improvise lyrics and accompaniment for a song, based on a stimulus.

#### Lesson 5:

## Objectives to be delivered in all lessons 1 - 12:

Sing songs of greater complexity with increased character and expression. Continue to work with high quality live and recorded music.

Listen with attention to detail and recall sounds with increasing aural memory.

### SUMMER 1

#### Lessons 1 & 2:

Read and play with more confidence from staff notation. Perform in small ensembles combining voice and instruments accurately.

#### Lesson 3:

Listen to and understand contrasting pieces of high-quality recorded music inspired by similar stimuli. Appreciate similarities/differences and effectiveness.

#### Lessons 4 & 5:

Work in groups to improvise a piece of music based on a stimulus and reflecting the inter-related dimensions of music. Refine and perform following a conductor.

#### Lesson 6:

Explore how special effects and devices e.g. glissandi are used. Listen with attention to detail to their use in

	<p>related dimensions of music e.g. rhythm and tempo. Perform in small ensembles.</p> <p><b>AUTUMN 2</b></p> <p><b>Lessons 7 &amp; 8:</b> Explore the history and roots of jazz music. Become familiar with and develop an understanding of the structure of 12-bar blues through attentive listening and improvising rhythms on untuned percussion.</p> <p><b>Lessons 9 &amp; 10:</b> Develop understanding of the musical composition of 12-bar blues through performing a 3-part ensemble piece from notation. Explore other jazz styles and influences. Listen to high-quality recordings of great jazz musicians.</p> <p><b>Lesson 11:</b> Sing two and three part rounds with greater confidence - in whole class groups and as solos. Accompany singing with increasing accuracy on tuned percussion.</p> <p><b>Lesson 12:</b> Extend improvisation skills working in small groups to create raps. Select and organise ideas for accompaniment.</p>	<p>Sing and perform from musical notation with control and expression.</p> <p><b>Lesson 6:</b> Develop aural memory skills in playing by ear, reproducing heard sounds and extending the length of phrases played.</p> <p><b>SPRING 2</b></p> <p><b>Lesson 7:</b> Further develop use and understanding of staff notation to read rhythm and pitch.</p> <p><b>Lesson 8 &amp; 9:</b> Maintain own part playing a pitched instrument in a small ensemble, reading rhythm and pitch from staff notation.</p> <p><b>Lesson 10:</b> Listen to, compare and contrast, high quality live and recorded performances of music by great composers from different traditions and times. Recognise, identify and discuss use of the inter-related dimensions of music.</p> <p><b>Lessons 11 &amp; 12:</b> Compose music based on a theme drawing on the inter-related dimensions of music. Work in groups to notate the composition, then refine and perform with confidence.</p>	<p>recorded music and play as part of an ensemble piece on tuned percussion.</p> <p><b>SUMMER 2:</b></p> <p><b>Lesson 7:</b> Use solfa notation to explore singing pentatonic songs. Read and sing from solfa notation and pitch notes with greater fluency.</p> <p><b>Lesson 8:</b> Work in small ensembles using tuned percussion to play improvisations using the pentatonic scale with increasing confidence.</p> <p><b>Lesson 9:</b> Sing three part rounds with confidence and control. Accompany and support each part musically with appropriate percussion.</p> <p><b>Lesson 10:</b> Listen to high-quality recordings of compositions by different great composers. Explore how they use the inter-related dimensions of music in different ways.</p> <p><b>Lessons 11 &amp; 12:</b> Show understanding of staff notation by composing and notate melodies. Perform on tuned percussion or other available tuned instruments.</p>
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