St Michael’s Music Curriculum Map

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| **Music In The EYFS** |
| Children will explore Music through Expressive Arts and Design as well as following our Music Scheme Charanga. Throughout our continuous provision and adult led lessons children will have opportunities to engage in music making with instruments, listen to a range of music from around the world and move to the music they hear.  Through our musical units we are able to expose children to ideas and key vocabulary that will support the progression of Music into year 1 and contribute to the children’s readiness for the Key Stage 1 Music Programme of study. |
| **To support our readiness for KS1, we will: -** |
| * Play different instruments with increasing control to express our feelings and ideas. * Access a range of percussion instruments indoors and outdoors and are taught their names. * Explore how sounds can be changed and learn the related vocabulary e.g., loud/quiet, fast/slow. * Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis in a group or solo. * Listen attentively, move to and talk about music, expressing our feelings and responses. * Listen to and watch performances from around the world. * Learn new hymns during singing assemblies, singing as part of the whole school * Begin to play instruments in time to music |

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| **Reception Overview** | | | | | | | | | | | | |
|  | **Autumn** | | | | **Spring** | | | | **Summer** | | | |
| **Big Questions** | What makes me Unique?  What is a traditional tale? | | | | How can I get there?  What is my favourite animal and why? | | | | What can I grow?  Who can help me? | | | |
| **Music Units** | **Music Unit**  **- Me!**  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 | | **Music Unit**  **- My Stories**  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 | | **Music Unit**  **- Everyone!**  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  Singing and learning to play instruments within a song  Share and perform the learning that has taken place | | **Music Unit**  **- Our World**  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  Singing and learning to play instruments within a song. Share and perform the learning that has taken place | | **Music Unit**  **- Big Bear Funk**  Listening and appraising Funk music  Embedding foundations of the interrelated dimensions of music using voices and instruments  Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs  Playing instruments within the song  Improvisation using voices and instruments  Riff-based composition. Share and perform the learning that has taken place | | **Music Unit**  **- Reflect, Rewind and Replay**  Listen and Appraise  Continue to embed the foundations of the interrelated dimensions of music using voices and instruments  Sing and revisit nursery rhymes and action songs  Play instruments within the song  Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place | |
| **Key Vocabulary in Reception** | Loud, quiet, soft, hard, slow, fast, instrument, voice  a capella, appraising, arrangement, back beat, backing, balance, ballad, band, chord, chorus, cover, composing, crossover, decks,  dynamics, ending, ensemble, groove, harmony, hook, improvise,  verse, urban contemporary, timbre, texture, tempo, style, solo, rhythm, pulse, beat, pitch, performing, ostinato, original, melody, lyrics, introduction | | | | | | | | | | | |
| Year 1 | | | Hey You! | | Christmas Nativity | | In The Groove | | Round and Round | | Your Imagination | | Reflect Rewind and Replay | |
| Musical Activities to Teach the Skills | | | **Find the pulse!**  March in time with the pulse  Be an animal that finds the pulse  **Clapping Rhythms**  Copy and clap back rhythms  Clap the rhythm of your name  Make up your own rhythm  **Singing**  Rap and sing Hey You! in groups  Have fun!  **Playing instruments** using one or two notes –  C or C + G. *Which part did you play?*  **Improvise** using the notes C + G:  **Challenge 1** Clap and Improvise  **Challenge 2** Sing, Play and Improvise  **Challenge 3** Improvise  *Which challenge did you get to?*  **Compose** a simple melody using simple  rhythms, choosing from the notes C + D or  C, D + E.  *Which notes did you use?* | | **Performance Singing**  Learn about voices singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices.  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader.  **Performance**  Choose a song they have learnt from the Scheme and perform it.    They can add their ideas to the performance. | | **Find the pulse!**  What animal can you be finding the pulse?  **Clapping Rhythms**  Copy and clap back rhythms  Clap the rhythm of your name  Clap the rhythm of your  favourite food  Make up your own rhythms  **Singing** in all the different styles!  **Playing instruments** using one or two notes –  C or C + D. *Which part did you play?*  **Improvise** using the notes C + D  **Challenge 1** Clap and Improvise  **Challenge 2** Sing, Play and Improvise  **Challenge 3** Improvise  *Which challenge did you get to?*  **Compose a simple melody** using simple rhythms,  choosing from the notes C + D or C, D + E. | | **Find the pulse!**  Use your imagination to find the pulse!  **Clapping Rhythms**  Copy and clap back rhythms  Clap the rhythm of your name  Clap the rhythm of your  favourite animal  Make up your own rhythms  **Pitch** is high and low sounds.  **Singing** and dancing and having fun!  **Playing instruments** using up to three notes –  D or D, F, C + D. *Which part did you play?*  **Improvise** using the notes D + E:  **Challenge 1** Clap and Improvise  **Challenge 2** Sing, Play and Improvise  **Challenge 3** Improvise  *Which challenge did you get to?* | | **Find the pulse!**  Can you be a pop star finding the pulse?  **Clapping Rhythms**  Copy and clap back rhythms  Clap the rhythm of your name  Clap the rhythm of your  favourite colour  Make up your own rhythms  **Singing** and have fun using your imagination  **Playing instruments** using one or two notes:  C or C + G. *Which part did you play?*  **Improvise** using the notes C + D:  **Challenge 1** Clap and Improvise  **Challenge 2** Sing, Play and Improvise  **Challenge 3** Improvise  *Which challenge did you get to?*  **Compose** a simple melody using simple  rhythms choosing from the notes C + D or C,  D + E.  *Which notes did you use?* | | **Recap and revise** | |
| Vocabulary | | | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform. | | Pulse, rhythm, pitch, improvise, perform, imagination. | | Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove. | | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience. | | Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination. | | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | |
| Cross Curricular Links | | | History – 1980s | | RE - Incarnation | | Geography – Latin, Bhangra/  Bollywood, Irish | |  | |  | | History - Classical | |

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| Year 2 | Hands, Feet, Heart | Christmas Nativity | I Wanna Play In A Band | Zootime | Friendship Song | Reflect Rewind and Replay |
| Musical Activities to Teach the Skills | **Find the pulse!**  ● What animal can you be finding the pulse?  **Clapping Rhythms**  ● Copy and clap back rhythms  ● Clap the rhythm of your name  ● Make up your own rhythm  **Singing**  ● Sing Hands, Feet, Heart in groups  ● Have fun! Playing instruments using up to three notes – G or G, A + C. Which part did you play?  **— Perform & Share**  A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?  **Improvise** using the notes C + D:  ● Challenge 1 Clap and Improvise  ● Challenge 2 Sing, Play and Improvise  ● Challenge 3 **Improvise**  Which challenge did you get to?  **Compose**  a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Which notes did you use? | **Performance Singing**  ● Learn about voices singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices  ● Learn to find a comfortable singing position.  ● Learn to start and stop singing when following a leader.  **Performance**  ● Choose a song they have learnt from the Scheme and perform it.  ● They can add their ideas to the performance.  ● Record the performance and say how they were feeling about it. | **Find the pulse!**  ● You decide what you will be. **Clapping Rhythms**  ● Copy and clap back rhythms  ● Clap the rhythm of your name  ● Clap the rhythm of your favourite food  ● Make up your own rhythms **Singing**  in all the different styles!  **Perform & Share**  A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?  **Playing instruments** using up to three notes – F or D and C. Which part did you play? **Improvise**  using the notes F + G:  ● Challenge 1 Clap and Improvise  ● Challenge 2 Sing, Play and Improvise  ● Challenge 3 Improvise Which challenge did you get to?  **Compose a simple melody** using simple rhythms, choosing from the notes F + G or F, G + A. | **Find the pulse!**  ● Be an animal of your choice **Clapping Rhythms**  ● Copy and clap back rhythms  ● Clap the rhythm of your name  ● Clap the rhythm of your favourite animal  ● Make up your own rhythms  **Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument. **Perform & Share**  A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?  Singing and dancing and having fun!  **Playing instruments**  using up to two notes – C or C + D. Which part did you play?  **Improvise**  using the notes C + D:  ● Challenge 1 Clap and Improvise  ● Challenge 2 Sing, Play and Improvise  ● Challenge 3 Improvise Which challenge did you get to?  **Compose a simple melody** using simple rhythms, choosing from the notes C + D or C, D + E. | **Find the pulse!**  ● You can decide how to find the pulse!  **Clapping Rhythms**  ● Clap the rhythm of your name  ● Clap the rhythm of your favourite colour  ● Make up your own rhythms **Singing**  in two-parts **Playing instruments**  using up to three notes – C or E and G. Which part did you play? 3 — **Perform & Share** A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?  **Improvise** using the notes C + D  ● Challenge 1 Clap and Improvise  ● Challenge 2 Sing, Play and Improvise  ● Challenge 3 Improvise Which challenge did you get to?  **Compose**  a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. Which notes did you use? | **Performance singing**  Revise existing |
| Vocabulary | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, rap, Reggae, glockenspiel. | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo, rap, Reggae, glockenspiel. | Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel. | Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel. | Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel. | Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo,  rap, Reggae, glockenspiel. |
| Cross Curricular Links |  | RE Incarnation Understanding Christianity |  |  | PSHE/RE Values |  |
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| Year 3 | Let Your Spirit Fly | Glockenspiel Stage 1 | | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect rewind and Replay |
| Musical Activities to Teach the Skills | Play and copy back using up to 2 notes – C and D.  Play instrumental parts with song by ear or/and from notation using the easy or medium part. Using up to three notes C, D and E.  Improvise up to three notes C, D, and E  Compose a simple melody using simple rhythms, choosing from the notes C, D and E or C, D, E, F, G | Exploring and using skills using the Glockenspiel | | Play and copy back using up to 2 notes C and D  Play instrumental parts with the song by ear. Using the notes C, D and E  Improvise up to three notes C, D and E  Compose a simple melody using simple rhythms, choosing from the notes C, D and E or C, D, E, F, G | Play and copy back using up to 2 notes G and A  Play instrumental parts with the song by ear. Using the notes G, A and B  Improvise up to three notes G, A and B  Compose a simple melody using simple rhythms, choosing from the notes G, A and B or D, E, G, A and B | Play and copy back using up to 2 notes C and A  Play instrumental parts with the song by ear. Using the notes C, A and G  Improvise up to three notes C and A  Compose a simple melody using simple rhythms, choosing from the notes C, A and G or C, D, E, G and A | A composition activity using Clash and Bang  A composition activity  Rhythm Grid work  The Language of Music  Rewind and Replay (Revision) - revisit  songs from the year |
| Vocabulary | Structure, Introduction, Verse, Chorus, Improvise, Compose, Pulse, Rhythm, Pitch, Tempo, Dynamics Bass, Drums, Guitar, Keyboard, Synthesizer, Hook, Melody | Improvise, Compose, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture, Structure, Melody | | Introduction, Verse, Chorus, Bass, Drums, Electric Guitar, Keyboard, Organ, Backing Vocals, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Compose, Improvise, Hook, Riff, Melody, Reggae | Keyboard, Drums, Bass, Pentatonic, Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Compose, Improvise, Hook, Melody | Keyboard, Bass, Drums, Imagination, Improvise, compose, Disco, Pentatonic Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Hook, Riff, Melody | Keyboard, Bass, Drums, Imagination, Improvise, compose, Disco, Pentatonic Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Hook, Riff, Melody, Classical, Compose, |
| Cross Curricular Links | PE Dance |  | |  |  |  |  |
| Year 4 | Mamma Mia  (Pop) | Ukelele | Classical Composers (Linked from Reflect and Rewind) | Glockenspiel Stage 2 | Stop!  (Grime) | Lean On Me  (Gospel/Soul) | Blackbird  (Pop) |
| Musical Activities to Teach the Skills | Listen and appraise different music by ABBA. Listen to recorded and live performances. Finding the pulse. Singing in unison.  Playing instruments: notes G, A, B to accompany and improvise.  Compose a simple melody using G,A,B,D,E.  Perform compositions | Learned to play a stringed instrument.  Read sheet music. Understand staff and notation.  Play as a group. Continuation from Year 3 lessons. | Listen and appraise a variety of classical music: Beethoven, Wagner, Handel, Gershwin.  Learn about modern day composers Zoe Dixon and Nico Muhly | Revise and continue to practise the notes C, D, E, F, G.  Revisit previously played tunes.  Read sheet music.  Learn to play and perform as a group.  Keep rhythm and time to music.  Follow rhythmic patterns.  To treat instruments with respect.  To rehearse and perform. | Learn to rap in unison and in parts.  Using notes C, D.  Compose own lyrics as a rap. Perform the song and perform own lyrical compositions. | Using notes C,E,F,G,A to accompany song.  Play instruments by ear or by notation. Compose a simple melody using F,G.A.D,E,F,G,A.  Perform the song.  Singing in unison. | Listen and appraise a range of music style by The Beatles. Sing in unison. Improvise using the notes: C,D,E. Compose a simple melody using the notes C,D,E,  G,A. Perform the song in small groups.  Listen to recorded and live performances.  Understand how the Beatles influences the music scene. |
| Vocabulary | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. |  | Classical, modern, composer, melody, instruments, listen, appraise, pitch, volume, dynamics | Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure. | Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo |
| Cross Curricular Links |  |  | |  | PSCHE: Bullying. Everyone’s different. |  | PSCHE: Song written in support of the Civil Rights Movement. |
| Year 5 | Livin’ On A Prayer | Classroom Jazz 1 | | Make You Feel My love | The Fresh Prince of Bel-Air | Dancing In The Street | Reflect rewind and Replay |
| Musical Activities to Teach the Skills | Warm-up games play and copy back using up to 3 notes – G, A + B. Bronze: G | Silver: G + A | Gold: G, A + B. challenge Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G Which part did you play? Improvise using up to 3 notes – G, A + B. Bronze: G | Silver: G + A | Gold: G, A + B challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale). | Read music  Learn to play a stringed instrument | | Warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play? Improvise using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G | Warm-up games play and copy back using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge. Which challenge did you get to? Singing/rapping in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. Which part did you play? Improvise using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A | Warm-up games play and copy back using up to 3 notes – F, G + A. Bronze: F | Silver: F + G | Gold: F, G + A challenge. Which challenge did you get to? Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Which part did you play? Improvise using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. | Performance singing |
| Vocabulary | Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose | Ukulele  Sheet music | | Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure |  |
| Cross Curricular Links |  |  | |  |  | RE: How and why do some people inspire others – civil rights movements | Drama  PE: Dance |

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| Year 6 | Happy | Classroom Jazz 2 | A New Year Carol | You’ve Got A Friend | Music and Me | End of Year production.  ***Add title.*** |
| Musical Activities to Teach the Skills | **Musical Activities using glocks and/or recorders**:  ***Warm-up games***: play and copy back using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. Which challenge did you get to?  ***Singing:*** in 2 parts. ***Play instrumental parts:*** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. Which part did you play?  ***Improvise:*** using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. Which challenge did you get to?  ***Compose:*** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. | **Musical Activities using glocks and/or recorders:**  ***Play instrumental parts:*** with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). ***Improvise:*** in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. ***Improvise:*** in a Blues style using the notes C, Bb, G, F + C. DId you do both? Which notes did you use? | **Musical Activities using glocks and/or recorders:** ***Warm-up games:***  pulse, rhythm and pitch games:  ● Learn to clap some of the the rhythms used in the song  ● Learn some musical phrases that you will sing in the song Did you try the extension rhythm and pitch game? ***Singing:*** in unison. Sing the song in its original style, and the Urban Gospel version. | **Musical Activities using glocks and/or**  **Recorders:**  ***Warm-up games:*** play and copy back using up to 3 notes – A, G + E.  Bronze: A | Silver: A + G | Gold: A, G + E challenge.  Which challenge did you get to?  ***Singing:*** in unison.  ***Play instrumental parts:*** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Which part did you play?  ***Improvise:*** using up to 3 notes – A, G + E. Bronze: A | Silver: A + G |Gold: A, G + E challenge  Which challenge did you get to?  ***Compose:*** a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. | ***Create:***  You will write your own music using ‘Music and Me’ (‘Identity’) as your theme.  From the list below, which options and which tools did you choose? Did you work alone? Or in a group?  ● Which ‘beat’ did you use?  ● Music Explorer  ● An instrument  ● Write a rap  ● Write lyrics for a song  ● Use ‘Quickbeats’  ● A combination of the above  ● Interview each other. | **Musical Activities using glocks and/or recorders**:  ***Warm-up games***: play and copy back using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. Which challenge did you get to?  ***Singing:*** in 2 parts. ***Play instrumental parts:*** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. Which part did you play?  ***Improvise:*** using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. Which challenge did you get to?  ***Compose:*** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. |
| Vocabulary | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. |
| Cross Curricular Links |  |  |  |  |  | PE: Dance skills |