



BAWB Federation

Music long-term plan

Revision of key areas of learning is in blue.

Owls (Year 1)				
	Singing	Composing	Musicianship	
Autumn: Western Classical Music	<ul style="list-style-type: none">Sing simple songs, chants, and rhymes from memory.Sing collectively and at the same pitch.	<ul style="list-style-type: none">Improvise simple vocal chants, using question and answer phrases.Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.	<u>Pulse/Beat</u> <ul style="list-style-type: none">Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <u>Rhythm</u> <ul style="list-style-type: none">Perform short copycat rhythm patterns accurately, led by the teacher. <u>Pitch</u> <ul style="list-style-type: none">Listen to sounds in the local school environment, comparing high and low sounds.	
	<u>Music to listen to:</u>		<u>Music for Performance:</u>	
	<ul style="list-style-type: none">Rondo alla Turca, Mozart (Classical)	<ul style="list-style-type: none">Mars from the Planets, Holst (20th Century)	<ul style="list-style-type: none">Sing for Pleasure: Boom Chicka BoomVoices Foundation: Have you brought your Whispering Voice?	<ul style="list-style-type: none">Voices Foundation: Hello, How are YouBance: Copy Kitten
Spring: Popular Music	<ul style="list-style-type: none">Sing songs with a very small range > mi-so (3rd) >, moving to a slightly wider range. Include pentatonic songs.	<ul style="list-style-type: none">Understand the difference between creating a rhythm pattern and a pitch pattern.Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.	<u>Pulse/Beat</u> <ul style="list-style-type: none">Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. <u>Rhythm</u> <ul style="list-style-type: none">Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. <u>Pitch</u> <ul style="list-style-type: none">Sing familiar songs in both low and high voices and talk about the difference in sound.Explore percussion sounds to enhance storytelling.	
	<u>Music to listen to:</u>		<u>Music for Performance:</u>	
	<ul style="list-style-type: none">Wild Man, Kate Bush (Art Pop)	<ul style="list-style-type: none">Runaway Blues, Ma Rainey (Blues)	<ul style="list-style-type: none">Voicelinks: I'm a TrainBounce High, Bounce Low	<ul style="list-style-type: none">Singing Sherlock: Dr KnickerbockerDragon Dance
Summer: Traditional World Music	<ul style="list-style-type: none"><i>Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</i>Children respond to simple visual directions and counting in.	<ul style="list-style-type: none">Use music technology, if available, to capture, change and combine sounds.Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols.	<u>Pulse/Beat</u> <ul style="list-style-type: none">Respond to the pulse in recorded/live music through movement and dance. <u>Rhythm</u> <ul style="list-style-type: none"><i>Perform word-pattern chants; create, retain, and perform their own rhythm patterns.</i> <u>Pitch</u> <ul style="list-style-type: none">Follow pictures and symbols to guide singing and playing.	
	<u>Music to listen to:</u>		<u>Music for Performance:</u>	
	<ul style="list-style-type: none">Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown (Samba, Brazil)		<ul style="list-style-type: none">Trad. Bangladesh: Mo matchi (Song of the Bees)Trad. Ghana: Kye Kye Kule	<ul style="list-style-type: none">Trad. England: An Acre of Land



Swallows (Year 2)						
	Singing	Composing	Musicianship			
Autumn: Western Classical Music	<ul style="list-style-type: none">Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control. (repeat every term)Sing songs with a small pitch range, pitching accurately.	<ul style="list-style-type: none">Create music in response to a non-musical stimulusUse graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. (repeat every term)	<u>Pulse / Beat</u> <ul style="list-style-type: none">Understand that the speed of the beat can change, creating a faster or slower pace (tempo).Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement. <u>Rhythm</u> <ul style="list-style-type: none">Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. <u>Pitch</u> <ul style="list-style-type: none">Recognise dot notation and match it to 3-note tunes played on tuned percussion.Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.			
	<u>Music to listen to:</u>			<u>Music for Performance:</u>		
	<ul style="list-style-type: none">Night Ferry, Ann Clyne (21st Century)	<ul style="list-style-type: none">Bolero, Ravel (20th Century)	<ul style="list-style-type: none">- Little Sally Saucer- Trad. Star Light, Star Bright, First Star I See Tonight	<ul style="list-style-type: none">- Trad. Hey, Hey, Look at Me- Trad. Rain, Rain Go Away	<ul style="list-style-type: none">- Trad. Acka Backa- Voicelinks: The King is in the Castle	
Spring: Popular Music	<ul style="list-style-type: none">Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control. (repeat every term)Know the meaning of dynamics and tempo.	<ul style="list-style-type: none">Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. (repeat every term)Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	<u>Pulse / Beat</u> <ul style="list-style-type: none">Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat by tapping or clapping.Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. <u>Rhythm</u> <ul style="list-style-type: none">Create rhythms using word phrases as a starting point.Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. <u>Pitch</u> <ul style="list-style-type: none">Recognise dot notation and match it to 3-note tunes played on tuned percussion.Sing short phrases independently within a singing game or short song.			
	<u>Music to listen to:</u>			<u>Music for Performance:</u>		
	<ul style="list-style-type: none">Hound Dog, Elvis Presley (Rock n Roll)	<ul style="list-style-type: none">With a Little Help from My Friends, The Beatles (Pop)	<ul style="list-style-type: none">-Young Voiceworks: Ebenezer Sneezzer-Trad. Oats and Beans and Barley Grow	<ul style="list-style-type: none">-Singing Sherlock 1: Teddy Bear Rock n Roll-Trad. Oliver Cromwell	<ul style="list-style-type: none">-Trad. Lovely Joan-Trad. Searching for Lambs	
Summer: Traditional World Music	<ul style="list-style-type: none">Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control.Be able to demonstrate dynamics and tempo when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause).	<ul style="list-style-type: none">Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. (repeat every term)Use music technology, if available, to capture, change and combine sounds.	<u>Pulse / Beat</u> <ul style="list-style-type: none">Understand that the speed of the beat can change, creating a faster or slower pace (tempo).Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.Identify the beat groupings in familiar music that they sing regularly and listen to. <u>Rhythm</u> <ul style="list-style-type: none">Create and perform their own chanted rhythm patterns with the same stick notation.Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. <u>Pitch</u> <ul style="list-style-type: none">Recognise dot notation and match it to 3-note tunes played on tuned percussion.Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).			
	<u>Music to listen to:</u>			<u>Music for Performance:</u>		
	<ul style="list-style-type: none">Baris, Gong Kebyar of Peliatan (Indonesia, Gamelan)		<ul style="list-style-type: none">- Voicelinks: Fireworks- Trad. Bangladesh: Hatti – ma tim tim	<ul style="list-style-type: none">- Trad. Bangladesh: Charti Kula beng- Trad. Australia: I Got Kicked by a Kangaroo	<ul style="list-style-type: none">Trad. America: Built My Lady a Fine Brick House• Sing Up: Paintbox	



Kingfishers (Year 3)					
	Singing	Composing	Performing		
Autumn: Western Classical Music	<ul style="list-style-type: none">Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.	<u>Improvise</u> <ul style="list-style-type: none">Become more skilled in improvising (in a range of contexts) inventing short ‘on-the-spot’ responses using a limited note-range.	<ul style="list-style-type: none">Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets). <u>Reading Notation</u> <ul style="list-style-type: none">Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.		
	<u>Music to listen to:</u>		<u>Music for Performance:</u>		
	- Hallelujah from Messiah, Handel (Baroque) - Night on a Bare Mountain, Mussorgsky (Romantic)	- Jai Ho from Slumdog Millionaire, AR Rahman (21 st Century)	- Sing Up: Heads and Shoulders - Singing Sherlock 2: Si, Si, Si - Flying a Round: To stop the train		- Trad. Japan: Kaeru no uta - Trad. Morocco: A ram sam sam/Pease Pudding Hot
Spring: Popular Music	<ul style="list-style-type: none">Perform forte and piano.Perform actions confidently and in time to a range of action songs.	<ul style="list-style-type: none">Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end.Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources.	<ul style="list-style-type: none">Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi: <u>Reading Notation</u> <ul style="list-style-type: none">Introduce and understand the differences between crotchets and paired quavers.Apply word chants to rhythms, understanding how to link each syllable to one musical note.		
	<u>Music to listen to:</u>		<u>Music for Performance:</u>		
	- I Got You (I Feel Good), James Brown (Funk)	- Le Freak, Chic (Disco)	- Trad. Bangladesh: Now charia de (A Boatman’s Song) - Junior Songscape: Listen to the Rain - Voicelinks: Extreme Weather		- Sing Up: Skye Boat Song - Trad. Ireland: Be Thou My Vision
Summer: Traditional World Music	<ul style="list-style-type: none">Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.Perform as a choir in school assemblies.	<ul style="list-style-type: none">Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).Compose song accompaniments on untuned percussion using known rhythms and note values.	<ul style="list-style-type: none">Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. <u>Reading Notation</u> <ul style="list-style-type: none">Crotchets, Paired quavers, Minims, Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano)		
	<u>Music to listen to:</u>		<u>Music for Performance:</u>		
	- Sahela Re, Kishori Amonkar (India, Classical)		- Junior Voiceworks 1: Now The Sun Is Shining - Voiceworks 1: Candle Light - Singing Sherlock 2: Shadow		- Singing Express 3: Mirror - Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose



Year 4

	Singing	Composing	Performing
Autumn: Western Classical Music	<ul style="list-style-type: none">- Continue to sing a broad range of unison songs with the range of an octave (do–do)- Pitch the voice accurately and follow directions for getting louder (crescendo) and quieter (decrescendo).- Sing rounds and partner songs in different time signatures (2, 3 and 4 time)	<p>Improvise</p> <ul style="list-style-type: none">• Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). <p>Compose</p> <ul style="list-style-type: none">• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.• Introduce major and minor chords	<p>Instrumental Performance</p> <ul style="list-style-type: none">• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.• Play and perform melodies following staff notation using a small range (e.g., Middle C– G/do–so). <p>Reading Notation</p> <ul style="list-style-type: none">• Understand the differences between minims, crotchets, paired quavers, and rests.• Crotchets, Paired quavers, Minims, Rests, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)
	Music to listen to:		Music for Performance:
	<ul style="list-style-type: none">- Symphony No 5, Beethoven (Classical)- O Eucharie, Hildegard (Early)	<ul style="list-style-type: none">- For the Beauty of the Earth, Rutter (20th Century)	<ul style="list-style-type: none">- Junior Voiceworks 1: Calypso- Junior Voiceworks 2: Our Dustbin- Voiceworks 1: Hear the Wind- Kendrick: Servant King
Spring: Popular Music	<ul style="list-style-type: none">- Continue to sing a broad range of unison songs with the range of an octave (do–do)- Pitch the voice accurately and follow directions for getting louder (crescendo) and quieter (decrescendo).- Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	<p>Improvise</p> <ul style="list-style-type: none">• Begin to make compositional decisions about the overall structure of improvisations. <p>Compose</p> <ul style="list-style-type: none">• Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4 beat phrases, arranged into bars.• Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work.	<p>Instrumental Performance</p> <ul style="list-style-type: none">• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.• Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts <p>Reading Notation</p> <ul style="list-style-type: none">• Read and perform pitch notation within a defined range (e.g., C–G/do–so).• Crotchets, Paired quavers, Minims, Rests, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)
	Music to listen to:		Music for Performance:
	<ul style="list-style-type: none">- Take the ‘A’ Train, Billy Strayhorn, Duke Ellington Orchestra (Jazz)	<ul style="list-style-type: none">- Wonderwall, Oasis (90’s Indie)	<ul style="list-style-type: none">- Great Weather Songs: Long Journey- Great Celebration Songs: World in Union- Sing Up: Just like a Roman
Summer: Traditional World Music	<ul style="list-style-type: none">- Continue to sing a broad range of unison songs with the range of an octave (do–do)- Pitch the voice accurately and follow directions for getting louder (crescendo) and quieter (decrescendo).- Perform a range of songs in school assemblies.	<p>Improvise</p> <ul style="list-style-type: none">• Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). <p>Compose</p> <ul style="list-style-type: none">• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.• Capture and record creative ideas using any of: graphic symbols; rhythm notation and time signatures; staff notation; technology.	<p>Instrumental Performance</p> <ul style="list-style-type: none">• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.• Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A) <p>Reading Notation</p> <ul style="list-style-type: none">• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.• Crotchets, Paired quavers, Minims, Rests, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)
	Music to listen to:		Music for Performance:
	<ul style="list-style-type: none">- Bhabiye Akh Larr Gayee, Bhujhangy Group (Punjab / UK, Bhangra)	<ul style="list-style-type: none">- Tropical Bird, Trinidad Steel Band (Calypso, Trinidad)	<ul style="list-style-type: none">- Trad. Ghana: Namuma- Sing for Pleasure: Ghosts- Sing for Pleasure: Lost in Space



Merlins (UKS2) – 2022/23

	Singing	Composing	Performing	
Autumn: Western Classical Music	<ul style="list-style-type: none">Sing a broad range of songs from an extended repertoire with a sense of ensemble and performancePerform a range of songs in school assemblies and in school performance opportunities. (All terms)	<p>Improvise</p> <ul style="list-style-type: none">Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. <p>Compose</p> <ul style="list-style-type: none">Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.	<p>Instrumental Performance</p> <ul style="list-style-type: none">Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. <p>Reading Notation</p> <ul style="list-style-type: none">Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.Understand the differences between 2/4, 3/4 and 4/4 time signatures.Read and perform pitch notation within an octave (e.g., C–C'/do–do).	
	Music to listen to:		Music for Performance:	
	- English Folk Song Suite, Vaughan Williams (20 th Century) - This Little Babe from Ceremony of Carols, Britten (20 th Century)	- Symphonic Variations on an African Air, Coleridge-Taylor (20 th Century)	- Trad. Ireland: Danny Boy - Kodály: Rocky Mountain	- Kodály: My Paddle
Spring: Popular Music	<ul style="list-style-type: none">Include observing phrasing, accurate pitching and appropriate stylePerform a range of songs in school assemblies and in school performance opportunities. (All terms)	<p>Improvise</p> <ul style="list-style-type: none">Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. <p>Compose</p> <ul style="list-style-type: none">Working in pairs, compose a short ternary piece	<p>Instrumental Performance</p> <ul style="list-style-type: none">Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs <p>Reading Notation</p> <ul style="list-style-type: none">Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	
	Music to listen to:		Music for Performance:	
	- Play Dead, Björk (90's Pop)	- Smalltown Boy, Bronski Beat (80's Synth Pop)	- High Low Chickalo - Ally Ally O	- Trad. Caribbean: Four White Horses
Summer: Traditional World Music	<ul style="list-style-type: none">Sing three-part rounds, partner songs, and songs with a verse and a chorus.Perform a range of songs in school assemblies and in school performance opportunities. (All terms)	<p>Compose</p> <ul style="list-style-type: none">Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.Capture and record creative ideas using any of: graphic symbols; rhythm notation and time signatures; staff notation; technology.	<p>Instrumental Performance</p> <ul style="list-style-type: none">Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p>Reading Notation</p> <ul style="list-style-type: none">Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, Time signatures 2/4, 3/4 and 4/4, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do-me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo).	
	Music to listen to:		Music for Performance:	
	- Jin-go-la-ba, Babatunde Olatunji (Nigeria, drumming)	Inkanyezi Nezazi, Ladysmith Black Mambazo (South African, choral)	- Trad. Uganda: Dipidu - Are You Ready?	- Row, Row, Row your Boat



Merlins (UKS2) – 2023/24

	Singing	Composing	Performing	
Autumn: Western Classical Music	<ul style="list-style-type: none">Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	<p>Improvise</p> <ul style="list-style-type: none">Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. <p>Compose</p> <ul style="list-style-type: none">Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	<p>Instrumental Performance</p> <ul style="list-style-type: none">Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. <p>Reading Notation</p> <ul style="list-style-type: none">Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do).	
	Music to listen to:		Music for Performance:	
	- 1812 Overture, Tchaikovsky (Romantic)	- Connect It, Anna Meredith (21 st Century)	- Trad. South Africa: Siyahamba - Junior Voiceworks 1: Calypso	- Sing Up: Touch the Sky - Sing Up: Dona Nobis Pacem
Spring: Popular Music	<ul style="list-style-type: none">Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence.	<p>Improvise</p> <ul style="list-style-type: none">Extend improvisation skills through working in small groups to use chord changes as part of an improvised sequence. <p>Compose</p> <ul style="list-style-type: none">Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.	<p>Instrumental Performance</p> <ul style="list-style-type: none">Accompany melodies, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. <p>Reading Notation</p> <ul style="list-style-type: none">Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	
	Music to listen to:		Music for Performance:	
	- Say My Name, Destiny's Child (90's RnB)		- Sing Up: We are the Champions - British National Anthem – God Save the Queen	- Sing Up: We Go Together - Trad. Ghana: Senwa de Dende
Summer: Traditional World Music	<ul style="list-style-type: none">Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	<p>Improvise</p> <ul style="list-style-type: none">Extend improvisation skills through working in small groups to extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Compose</p> <ul style="list-style-type: none">Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	<p>Instrumental Performance</p> <ul style="list-style-type: none">Engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. <p>Reading Notation</p> <ul style="list-style-type: none">Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.Read and play from notation a four-bar phrase, confidently identifying note names and durations.	
	Music to listen to:		Music for Performance:	
	- Sprinting Gazelle, Reem Kelani (Middle East, Folk) - Sea Shanties, Various (English, Folk)	- Mazurkas Op. 24, Chopin (Poland, Folk) - Libertango, Piazzolla (Argentina, Tango)	- Sing Up: Be the Change - Sing Up: One Moment, One People	- Sing Up: There's a Power in the Music