

2022-2023 Cycle A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	FROG	<p>1 Introductory lesson</p> <ul style="list-style-type: none"> *KWL *Formative Assessment *New Assembly Song <p>Glockenspiels (6 lessons)</p> <p>Year 3 Performing</p> <ul style="list-style-type: none"> *Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies following staff notation using a small range (e.g. middle C-E) as a whole class or in small groups. *Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (C-D-E). *Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Extend to question and answer phrases. <p>Year 3 Notation</p> <ul style="list-style-type: none"> *Recognise the stave, lines spaces and clef. Use dot 	<p>Sing Up Unit</p> <p>Chilled out Clap Rap (6 lessons)</p> <p>2 lessons for Christmas Songs (will also be covered in singing assemblies.)</p>	<p>Recorders (10 lessons)</p> <p>Year 3 Performing</p> <ul style="list-style-type: none"> *Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies following staff notation using a small range as a whole class or in small groups. Learn these notes over progressive weeks following Blown Away Recorder Scheme Charanga to apply playing skills to a variety of melodies. B, A extending to G (for those able) *Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. For recorder application B-A-G *Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Extend to question and answer phrases. 	Recorder continued from Spring 1	<p>TBC</p> <ul style="list-style-type: none"> *Become more skilled in improvising (using voices, tuned and untuned percussion and instrument taught). Invent short on the spot responses using a limited note range. *Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. *Compose in response to different stimuli e.g. stories verse, images and musical sources. *Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re mi). *Compose song accompaniments on untuned percussion using known rhythms and note values. 	<p>TBC</p> <p>Year 3 Singing</p> <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. Perform forte and piano (loud and soft). *Perform actions confidently and in time to a range of action songs. *Walk, move or clap to 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. <p>Year 3 Listening</p> <ul style="list-style-type: none"> *Listen to music from a wide range of cultures and traditions.

		<p>notation to show higher or lower pitch.</p> <p>*Understand the differences between crotchets and paired quavers</p> <p>*Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Year 4 Performing</p> <p>*Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>*Play and perform melodies following staff notation using a small range (Middle C-G) as a whole class or in small groups.</p> <p>*Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Year 4 Notation</p> <p>*Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>*Read and perform pitch notation within a defined range (C-G).</p> <p>*Follow and perform simply rhythmic scores to a steady</p>		<p>Year 3 Notation</p> <p>*Recognise the staff, lines spaces and clef. Use dot notation to show higher or lower pitch.</p> <p>*Understand the differences between crotchets and paired quavers</p> <p>*Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Year 4 Performing</p> <p>*Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Progress from year 3 by playing an alternative range of melodies from Blown Away Recorder Book Charanga including confidently playing melodies with notes B -A-G</p> <p>*Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>*Perform in two or more parts from simple notation using instruments played in</p>		<p><u>Year 4 Improvising and Composing</u></p> <p>*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> <p>*Begin to make compositional decisions about the overall structure of improvisations.</p> <p>*Combine known rhythmic notation with the 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.</p> <p>*Arrange individual notation cards of known note values to create sequences of 2-, 3-, or 4-beat phrases, arranged into bars.</p> <p>*Explore developing knowledge of musical components by composing music to create a specific mood (e.g. creating music to accompany a short film clip).</p> <p>*Introduce major and minor chords</p>	<p>*Begin to place difference styles of music within their historical context.</p> <p>*Discuss and appraise music using technical vocabulary as set out for year 3 in the MMC p.20. (Detailed in frog objectives)</p> <p>Year 4 Singing</p> <p>*Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>*Sing rounds and partner songs in different time signatures (2,3, and 4 time) and begin to sing repertoire with small and large leaps as well as simple second part to introduce vocal harmony.</p> <p>*Perform a range of songs in school assemblies</p> <p>Year 4 Listening</p> <p>*Listen to music from a wide range of cultures and traditions.</p> <p>*With increasing accuracy, place difference styles of music within their historical context.</p>
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		beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.		<p>whole class teaching. Identify static and moving parts.</p> <p>Year 4 Notation</p> <p>*Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>*Read and perform pitch notation within a defined range.</p> <p>*Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>		<p>*Include instruments played to expand the scope and range of the sound palette available for composition work.</p> <p>*Capture and record ideas using</p> <ul style="list-style-type: none"> - graphic symbols -rhythm notation and time signatures -staff notation -technology 	<p>*Discuss and appraise music using technical vocabulary as set out for year 4 in the MMC p.20. (Detailed in frog objectives)</p>
	Books CC reading						
	STEM		Science – understanding how sound is made and travels. Practical experimentation with pitch and volume.		Science – understanding how sound is made and travels using a wind instrument Practical experimentation with pitch and volume.	Maths – composition using note values and time signatures.	
	School Award						