

	<b>Learning Objective</b>	<b>Learning Outcomes</b>
<b>1. Control Sounds through Singing and Playing</b>	<b>Singing:</b> <ul style="list-style-type: none"> <li>Learn correct posture, breathing and diction when singing</li> <li>Through singing songs develop: <ul style="list-style-type: none"> <li>an accuracy of pitch,</li> <li>awareness of shape of melody and phrasing,</li> <li>character and style</li> </ul> </li> <li>a knowledge of structure – verse &amp; chorus, call and response</li> <li>Sing a variety of styles of songs</li> <li>Sing in two parts – this can be as a round or in harmony</li> </ul>	<b>Singing:</b> <ul style="list-style-type: none"> <li>Basic Posture with relaxed shoulders</li> <li>Dynamic Contrasts</li> <li>Breathing to show phrases</li> <li>Range of an octave, mostly by step</li> </ul>
	<b>Playing an instrument:</b> <ul style="list-style-type: none"> <li>Learn how to look after the instrument and maintain it to a good standard</li> <li>Learn good posture and basic playing technique</li> <li>Play a steady beat in a group or individually</li> <li>Play melodies using a small range of notes</li> <li>Copy a short melodic phrase by ear</li> <li>Maintain a rhythmic or melodic ostinato</li> <li>Follow symbols or notation for rhythm and pitch</li> <li>Learn to control the instrument to produce contrasting dynamics</li> </ul>	<b>Playing an instrument:</b> <ul style="list-style-type: none"> <li>Safe handling and maintenance of instrument</li> <li>Basic Posture</li> <li>Clear tone</li> <li>First 4 or 5 notes (or 3 chords)</li> <li>Rhythms (using notation) with two note lengths</li> </ul>
<b>2. Create and Develop Musical Ideas</b>	<ul style="list-style-type: none"> <li>Explore different sounds the instrument can make</li> <li>Compose actions and/or words to songs</li> <li>Explore how different musical elements can tell a story, paint a picture or create a mood</li> <li>Play instruments and sing using ‘call and response’ and ‘question and answer’</li> <li>Develop improvising skills using rhythm and/or pitch</li> <li>Create and play an ostinato or simple rhythmic accompaniment and play with a melody</li> <li>Recognise patterns and repetition in pieces or songs</li> </ul>	<ul style="list-style-type: none"> <li>Improvise a 1 bar rhythm</li> <li>Improvise a 1 bar melodic phrase (3 pitches)</li> <li>Use of musical choices to create an effect</li> </ul>
<b>3. Respond and Review</b>	<b>Evaluate:</b> <ul style="list-style-type: none"> <li>Discuss what makes a good performance</li> <li>Identify how to improve a performance – instrumental technique and musical elements</li> </ul> <b>Reflect:</b> <ul style="list-style-type: none"> <li>Listen to different types of music and discuss how they reflect different venues and occasions: E.g. ceremonial music, dance music, special occasions.</li> <li>Discover how musical elements can change the mood of music – happy, sad, scary or lively</li> </ul>	<b>Evaluate and Reflect:</b> <ul style="list-style-type: none"> <li>Improve own work</li> <li>How music reflects different cultural contexts</li> <li>How venue and occasion influence performance and composition</li> </ul>

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<b>4. Listen and Apply Knowledge and Understanding</b>	<b>Aural and Theoretical Knowledge:</b> <ul style="list-style-type: none"> <li>Recognise the difference between the term Pulse and Rhythm – demonstrate by clapping, singing and playing with music</li> <li>Explore dynamic contrasts, articulation and tempo changes – be able to describe music using these terms</li> <li>Describe how music moves in steps or leaps and recognise if the pitch is going up or down in a melody</li> <li>Using simple rhythmic notation clap, sing or play accurately with a pulse</li> <li>Follow notation or symbols to play a piece of music</li> <li>Recognise simple structures of songs or pieces: verse/chorus, ABA</li> <li>Recognise repeated sections of pieces</li> </ul>		<b>Aural and Theoretical Knowledge:</b> <ul style="list-style-type: none"> <li>Pulse – move in time to the music</li> <li>Contrasting dynamics – forte/piano and articulation – staccato/legato</li> <li>Identify quavers, crotchets and minims including rests in 4 beat rhythms</li> <li>Recognise pitch movements - 3 note melody</li> <li>Use of graphic score and notation</li> <li>Recognise simple structures (introduction, verse and chorus)</li> </ul>
<b>5. Breadth of Study</b>	<b>Cultural Development:</b> <ul style="list-style-type: none"> <li>Sing and play pieces from different: <ul style="list-style-type: none"> <li>countries,</li> <li>periods of music,</li> <li>styles</li> </ul> </li> <li>Learn traditional singing games</li> <li>Explore music written by different composers</li> </ul>		<b>Cultural Development:</b> <ul style="list-style-type: none"> <li>Music from western classical tradition popular music</li> <li>Traditional music from other parts of the world</li> <li>Traditional children’s songs and singing games</li> </ul>
	<b>Personal Development:</b> <ul style="list-style-type: none"> <li>Play and perform individually and in a small group to the class</li> <li>Develop rehearsal skills to enable a large group performance: <ul style="list-style-type: none"> <li>working in a team</li> <li>listening to others</li> <li>reflecting on the performance</li> </ul> </li> </ul>		<b>Personal Development:</b> <ul style="list-style-type: none"> <li>Perform in a group to teacher</li> <li>Take turns – play a solo to teacher</li> <li>Express contrasting emotions through music – happy/sad</li> </ul>
	<b>Performing with others:</b> <ul style="list-style-type: none"> <li>Perform a range of pieces; singing and playing with an awareness of others</li> <li>Develop performing skills: <ul style="list-style-type: none"> <li>audience awareness</li> <li>listening to others as you play</li> <li>following a conductor</li> <li>receiving audience appreciation</li> </ul> </li> </ul>		<b>Performing with others:</b> <ul style="list-style-type: none"> <li>Support other musicians – play or sing a part to accompany an instrumental piece or song</li> <li>Perform as a group in a school assembly or concert</li> </ul>
<b>KEY WORDS &amp; MUSICAL ELEMENTS</b>	DURATION TEMPO STRUCTURE DYNAMICS PITCH TIMBRE ARTICULATION	PULSE, RHYTHM, LONG/SHORT FAST, SLOW VERSE & CHORUS, CALL & RESPONSE, REPETITION, OSTINATO LOUD, QUIET HIGH, LOW, NOTES MOVING BY STEP/LEAP SOUND QUALITY OF INDIVIDUAL INSTRUMENTS SHORT – STACCATO, SMOOTH - LEGATO	