

## Music Sequencing Doc.

### Autumn Term 1<sup>st</sup> Half.

	<b>Week One</b>	<b>Week Two</b>	<b>Week Three</b>	<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<b>Great Composer: Gustav Holst</b>	Discuss composer of the month: Holst. Discuss genre, instruments, etc.	Critical listening: Holst – The Planets. Mars.	Critical listening: Holst – The Planets. Jupiter.	Critical listening: Holst – The Planets. Venus.	Critical listening: Holst – The Planets. The others.	Critical listening: Holst – The Planets. Favourites.
<b>EYFS</b>	Explore sounds outside. Learn songs to help with everyday routines. Sing songs and nursery rhymes. Listen to music when completing activities such as changing for PE.					
<b>Y1 Instrument identification.</b>	Be able to recognise sounds of school untuned percussion instruments and begin to learn to play them.	Be able to recognise and name school untuned instruments. Be able to recognise stringed instruments: violin, double bass, and guitar.	Be able to recognise and name the sounds of some woodwind instruments: clarinet, flute and oboe.	Be able to recognise and name the sounds of some percussion instruments: bass drum, snare drum, cymbal and timpani.	Be able to start organising instruments into families: hit scrape, bang and blow.	Be able to listen to a new instrument (such as a ukulele) and place it in an instrument family. Discuss where a piano would fit.
<b>Y2 Instrument families.</b>	Be able to recall instrument families from Y1 work and describe how they make their sounds: hit, scrape, bang and blow. Investigate any new instruments they can name.	Be able to recognise which 2 instruments they can hear at the same time. Instrument families focus. Describe sounds: high/low (pitch), sharp/long/scratchy (timbre)	Be able to recognise which 2 instruments they can hear at the same time. What can they hear in the composer of the terms music? (Including watching musicians on YouTube or	Begin to recognise which 2 or 3 instruments they can hear at the same time – musical bingo.	Be able to add 2 untuned percussion instruments to known songs – as a class. Play along with the pulse.	Be able to add 2 untuned percussion instruments to known songs. Perform to another class. Record to add to the class website.

			similar.) Describe sounds: high/low (pitch), sharp/long/scratchy (timbre)			
<b>Y3 Ukulele</b>	Introduction to ukuleles: label, name, hold, relate to other stringed instruments.	Be able to copy and repeat patterns of rhythm. Know the difference between pluck and strum. Begin to understand the chord of c.	Know how to read a chord box and find the chord of c.	Be able to work out how to change from the chord of c to a.m.	Be able to play, in time, with a group, changing chord when needed. Create a pattern and perform to the class.	Perform and record a piece on the ukulele to share online with the school community.
<b>Y4 Ukulele</b>	Ukulele rhythms and percussion. Recap chord boxes, and the chords of c and a.m., introduce f.	Be able to change chords and play along with a number of different tunes.	Understand time signatures: $\frac{3}{4}$ and $\frac{4}{4}$ . Play with different rhythms to accompany tunes.	When plucking, to be able to play a simple melody line. Melody line: Helston	Understand how to practice a skill in order to improve own performance. Create and share music in small groups.	Perform and record a piece on the ukulele to share online with the school community.
<b>Y5 Ukulele</b>	Recap chord boxes: c, am, f and introduce g7	Be able to change chords and play along with a number of different tunes.	Understand time signatures: $\frac{3}{4}$ and $\frac{4}{4}$ , and the difference between straight and 'swung' rhythms.	When plucking, to be able to play a simple melody line. Melody line: Helston and 2 groups.	Understand how to practice a skill in order to improve own performance.	Perform and record a piece on the ukulele to share online with the school community.

			Play with different rhythms to accompany tunes.		Create and share music in small groups.	
<b>Y6 Ukulele</b>	Recap chord boxes: c, am, f and g7, introduce d7 and g.	Be able to change chords and play along with a number of different tunes.	Understand time signatures: $\frac{3}{4}$ and $\frac{4}{4}$ , and the difference between straight and 'swung' rhythms. Play with different rhythms to accompany tunes.	When plucking, to be able to play a simple melody line. Create melody lines. Learn surfing melody and 'Truro' tune.	Understand how to practice a skill in order to improve own performance.  Create and share music in small groups.	Perform and record a piece on the ukulele to share online with the school community.
<b>Assembly</b>	I Like To Rise. Lady Of Autumn. Colours Of Day. Gospel Medley. Away From The Roll Of The Sea.					Record all songs!
<b>Club</b>	As above – new songs!					Record all songs!

## Autumn Term 2<sup>nd</sup> Half.

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven
<b>Great Composer: Louis Armstrong</b>	Discuss composer of the month: Louis Armstrong. Discuss genre, instruments, etc.	Critical listening: Discuss the instrument: trumpet	Critical listening: Look at the geographical area: New Orleans	Critical listening: Famous songs: What a Beautiful World	Critical listening: Other brass instruments	Critical listening: Instruments in modern Jazz	Critical listening: The influence that Louis Armstrong had on current famous Jazz musicians
<b>EYFS</b>	Play listening games. Learn songs to sing at a performance (nativity). Play instruments made out of outdoor equipment. Sing inside and outside. Learn songs that help with number work.						
<b>Y1 Nativity Songs</b>	Be able to talk about memories of nativity performances from EYFS (and Y1), and talk about what needs to be learned: songs and words and how to perform!	Be able to start learning song words for the nativity.	Be able to understand different learning and memory skills: learning by listening, learning by reading, learning by repeating.	Be able to recognise the key vocabulary associated with songs: chorus, verse, introduction, repeat, ending.	Be able to begin to discuss the pitch of songs: use hands/body's to show high and low. Use a slidy-whistle and trombone to demonstrate (online or videos etc).	Be able to sing a number of songs confidently and perform to each other and as part of a Christmas performance. (Record children's singing and put on school website)	Be able to listen back to own singing and celebrate achievements of performance. Talk about how it felt to sing together and how the audience might have felt.
<b>Y2 Nativity Songs</b>	Be able to talk about memories of nativity performances from EYFS (and Y1), and talk about what needs to be learned: songs and words and how to perform!	Be able to start learning song words for the nativity.	Be able to understand different learning and memory skills: learning by listening, learning by reading, learning by repeating.	Be able to recognise the key vocabulary associated with songs: chorus, verse, introduction, repeat, ending.	Be able to begin to discuss the pitch of songs: use hands/body's to show high and low. Use a slidy-whistle and trombone to demonstrate (online or videos etc).	Be able to sing a number of songs confidently and perform to each other and as part of a Christmas performance. (Record children's singing and put on school website)	Be able to listen back to own singing and celebrate achievements of performance. Talk about how it felt to sing together and how the audience might have felt.

<b>Y3 Carol Concert Songs</b>	Begin singing. Be able to talk about what might make a good singing experience: fun, memories, community, tradition.	Be able to learn song words – including structures of songs.	Be able to learn song words – including parts.	Be able to learn song words and performance techniques.	Be able to learn song words and voice projection in different acoustics.	Recognise how to critique performance and improve.	Be able to confidently sing as part of a large group in front of an audience.
<b>Y4 Carol Concert Songs</b>	Begin singing. Be able to talk about what might make a good singing experience: fun, memories, community, tradition.	Be able to learn song words – including structures of songs.	Be able to learn song words – including parts.	Be able to learn song words and performance techniques.	Be able to learn song words and voice projection in different acoustics.	Recognise how to critique performance and improve.	Be able to confidently sing as part of a large group in front of an audience.
<b>Y5 Carol Concert Songs</b>	Singing performance. Be able to learn a number of songs by heart – recognising song structure.	Be able to make decisions and adaptations to songs in order to improve performance.	Understand qualities needed for individual performance and develop solo skills.	Be able to hold harmony parts and sing with confidence.	Be able to consider whole performance and improve on voice projection in larger acoustic spaces.	Be able to sing with confidence and joy, leading KS2.	Be able to sing songs by heart, in more than one part, in front of an audience.
<b>Y6 Carol Concert Songs</b>	Singing performance. Be able to learn a number of songs by heart – recognising song structure.	Be able to make decisions and adaptations to songs in order to improve performance.	Understand qualities needed for individual performance and develop solo skills.	Be able to hold harmony parts and sing with confidence.	Be able to consider whole performance and improve on voice projection in larger acoustic spaces.	Be able to sing with confidence and joy, leading KS2.	Be able to sing songs by heart, including leading harmony parts and solos in front of an audience.
<b>Assembly</b>	Christmas Carols						Performances
<b>Club</b>	Additional Carols inc performances outside of school where possible.						Performances

## Spring Term 1<sup>st</sup> Half.

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Great Composer: Celtic Music</b>	Discuss composers of the month. Discuss genre, instruments, etc.	Critical listening: Irish Traditional Music, Dance and Song – including key instruments	Critical listening: Scottish Traditional Music, Dance and Song – including key instruments	Critical listening: Welsh Traditional Music, Dance and Song – including key instruments	Critical listening: Breton Traditional Music, Dance and Song – including key instruments	Critical listening: Cornish Traditional Music, Dance and Song – including key instruments
<b>EYFS</b>	Use hands and feet to add to singing games. Learn songs that help with learning. Play listening games and clapping games.					
<b>Y1 Picture Notation</b>	Be able to link a sound to a picture/symbol. Make and play a simple pattern of 4 symbols (max 2 different untuned percussion instruments).	Be able to recognise that silence in music need to be marked and make up a new symbol for that.	Be able to make patterns of 2 different symbols for music and add in the new 'rest' symbol. Listen for which pattern might be played – musical bingo.	Be able to use symbols for picture notation with songs like Old Macdonald – animal images for animal sounds.	Be able to talk about long and short sounds in music. Adapt symbols to account for making the sound longer or shorter.	Be able to choose sounds and symbols to make a short pattern. Use untuned percussion instruments as well as animal sounds.
<b>Y2 Picture Notation</b>	Be able to link sounds to a picture/symbol. Make own symbols for a range of untuned percussion instruments.	Be able to play own and others' patterns of music using picture/symbol notation.	Be able to add notation to a song like Old Macdonald had a zoo – using symbols for animals. Consider long and short sounds for animals.	Be able to listen to Peter and The Wolf – an make symbols for instruments. Put symbols in order based on what they can hear in the tune.	Be able to make masks for the animals in Peter and The Wolf. Place themselves in order and react to the music – fast/slow/high/low etc wearing the masks.	Be able to talk about the benefits of writing music down – who might learn their music? How do we know about music from years ago before computers?

<p><b>Y3 Standard Written Notation</b></p>	<p>Understand that 'Standard Written Notation' is a universal way of writing music for other people to read and play.</p>	<p>Be able to name and recognise the one-beat note: crotchet. Be able to draw it, and find it in written music.</p>	<p>Be able to make patterns of one-beat notes in a bar of 4, (initially not on the stave). Know how to clap simple rhythms made up of crotchets, and crotchet rests.</p>	<p>Be able to make longer patterns of crotchets and crotchet rests. Be able to work as a team to play/clap rhythms together.</p>	<p>Be able to create more than one pattern and play them at the same time as others to create layers of rhythm.</p>	<p>Be able to use percussion instruments and standard notation to compose. Know how to play together by counting in and following the music. Record performances. Share successes and critically evaluate compositions.</p>
<p><b>Y4 Standard Written Notation</b></p>	<p>Understand that 'Standard Written Notation' is a universal way of writing music for other people to read and play. Be able to recap previous work on crotchets and rests.</p>	<p>Be able to name and recognise the half-beat note: quaver. Be able to draw it, and find it in written music.</p>	<p>Be able to make patterns of one-beat notes and half-beat notes in a bar of 4, (initially not on the stave). Know how to clap simple rhythms made up of crotchets, quavers and their rests.</p>	<p>Be able to make longer patterns of crotchets, quavers and rests. Be able to work as a team to play/clap rhythms together.</p>	<p>Be able to create more than one pattern and play them at the same time as others to create layers of rhythm.</p>	<p>Be able to use percussion instruments and standard notation to compose. Know how to play together by counting in and following the music. Record performances. Share successes and critically evaluate compositions.</p>
<p><b>Y5 Standard Written Notation</b></p>	<p>Understand the word 'pitch' in relation to music. Be able to recap previous music on</p>	<p>Understand the different clefs at the beginning of music and what they mean. Be</p>	<p>Be able to show understanding of the notes on the stave by learning mnemonics for</p>	<p>Be able to read notes on the stave – naming them and recognising the</p>	<p>Be able to take notes on the stave and use them to work out</p>	<p>Recognise what makes a good performance. Record performances and</p>

	standard written notation. Be able to recognise simple patterns in changing pitch on a stave.	able to draw them and identify the types of instruments that might use them.	notes on the lines and in the gaps. (for the treble clef)	difference in different octaves of the same note.	the melody line on a glockenspiel.	share successes with critical evaluation.
<b>Y6 Standard Written Notation</b>	Be able to explain pitch in musical terms. Be able to recap previous work on pitch and standard written notation.	Be able to recognise, draw and make patterns with 2-beat notes (semi-briefs) as well as semi-quavers (quarter beats) and the rests, as well as previously learned note durations.	Be able to place notes on a stave (in the treble clef) using known durations and pitch knowledge. (Make a one bar pattern.)	Be able to recognise very simple well-known tunes (twinkle twinkle, baa baa black sheep, happy birthday) as standard written notation before playing them.	Be able to compose music on a stave and be able to play it back accurately.	Recognise what makes a good performance. Record performances and share successes with critical evaluation.
<b>Assembly</b>	Cornish Songs: Goonlaze, Turning of the Tide, Trelawney, Cornwall My Home, Harry's Song For Cornwall.					Record Songs
<b>Club</b>	Sea Shanties: South Australia, Wellerman, Calm is the Sea,					Record Songs



## Spring Term 2<sup>nd</sup> Half.

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Great Composer: Dolly Parton</b>	Discuss composer of the month: Dolly Parton. Discuss genre, instruments, etc.	Critical listening: Famous songs that you already know.	Critical listening: Early life and rise to fame of Dolly	Critical listening: Other famous songs that others did covers of: I Will Always Love You etc	Critical listening: Dolly Parton book reading legacy and investment in the community.	Critical listening: Favourite songs and instruments in country music.
<b>EYFS</b>	Explore some of the school untuned percussion such as shakey eggs, triangles and guiros. Play simple rhythms along with chants and songs.					
<b>Y1 Sound Mapping and Technology</b>	Be able to listen to sounds outside and make a map (using symbols) for what they can hear.	Be able to match outside sounds to symbols and put them in an order, like a journey.	Be able to collect simple objects which could represent sounds: blade of grass for the wind, leaf for the crunch of leaves, pebble for the sound of feet etc.	Be able to put objects in an order and practice making the sounds that go with their pattern.	Be able to perform their pattern (in small groups/pairs) to other children. Be able to 'conduct' the class to follow their pattern.	Be able to record short videos of their outdoor sound journeys.
<b>Y2 Sound Mapping and Technology</b>	Be able to recall how to make sound map journeys. Make a simple sound journey based on outside sounds, and using symbols.	Be able to make a pattern of 2 sounds at the same time. Start to use uniformed symbols that others in the class can understand.	Be able to consider instruments that could represent outside sounds, such as a shakey egg for the wind etc.	Be able to make a pattern of symbols using untuned percussion, and follow it. Get another classmate to follow your pattern - does it sound the same?	Be able to consider adding dynamics to patterns of symbols. How could we get each other to play louder or quieter? Use standard and own dynamic symbols. Watch conductors of big orchestras online.	Be able to 'conduct' a group of pupils, or the whole class, to perform your music. Create a pattern of symbols, including dynamics.

<p><b>Y3 Genres of Music</b></p>	<p>Understand that there are different genres of music and name them. Be able to discuss own tastes in music related to genres. Begin to recognise why it's hard to share own tastes sometimes.</p>	<p>Be able to share knowledge of different instruments – and group into classical, folk, jazz etc</p>	<p>Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments. Discuss the term 'timbre'.</p>	<p>Understand how to build music using different skills. Be able to rehearse group performance,</p>	<p>Understand how different bands create an image through their artwork/promo materials. Be able to record performances and design album artwork.</p>	<p>Be able to confidently perform in front of others.</p>
<p><b>Y4 Genres of Music</b></p>	<p>Understand that there are different genres of music and name them. Be able to discuss own tastes in music related to genres. Begin to recognise why it's hard to share own tastes sometimes.</p>	<p>Be able to share knowledge of different instruments – and group into classical, folk, jazz etc</p>	<p>Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments. Discuss the term 'timbre'.</p>	<p>Understand how to build music using different skills. Be able to rehearse group performance,</p>	<p>Understand how different bands create an image through their artwork/promo materials. Be able to record performances and design album artwork.</p>	<p>Be able to confidently perform in front of others.</p>
<p><b>Y5 Genres of Music</b></p>	<p>Understand the key elements of different genres of music and name them. Be able to discuss own tastes in</p>	<p>Be able to share knowledge of different instruments – and group into classical, folk, jazz etc.</p>	<p>Be able to share instruments played by individuals learned at home and form groups to play together</p>	<p>Understand how to build music using different skills. Be able to rehearse group performance, including</p>	<p>Understand how different bands create an image through their artwork/promo materials. Be able to record</p>	<p>Be able to confidently perform in front of others.</p>

	music related to genres.	Be able to talk about the sounds made in terms of 'timbre' of instruments.	in school using variety of instruments.	considering dynamics.	performances and design album artwork.	
<b>Y6 Genres of Music</b>	Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres.	Be able to share knowledge of different instruments – and group into classical, folk, jazz etc. Be able to talk about the sounds made in terms of 'timbre' of instruments.	Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments.	Understand how to build music using different skills. Be able to rehearse group performance, including considering dynamics.	Understand how different bands create an image through their artwork/promo materials. Be able to record performances and design album artwork.	Be able to confidently perform in front of others.
<b>Assembly</b>	Hope Song, Sing, Ooovering, Amani Utupe					Record Songs
<b>Club</b>	TBC					Record Songs

## Summer Term 1<sup>st</sup> Half.

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Great Composer: Mozart</b>	Discuss composer of the month: Mozart. Discuss genre, instruments, etc.	Critical listening: Life and history of Mozart.	Critical listening: Influences and people he influenced. Why he's considered one of the greatest musicians ever.	Critical listening: Famous pieces of music and where you might have heard them.	Critical listening: What it would have been like to listen to Mozart at the time it was written – attending concerts.	Critical listening: Considering conductors and their role in interpreting the music. Looking at the original music scores.
<b>EYFS</b>	Listen to music for dancing. Respond to music as it changes speed and volume. Enjoy different types of music when completing different activities.					
<b>Y1 Sound Effects</b>	Be able to listen to a story and talk about the sound effects that might make it more exciting.	Be able to choose where and when to put sound effects into a known song. Be able to choose untuned instruments to make the right sound.	Be able to start learning how to record sounds to add to a known story. Use iPads to record sound effects.	Be able to play sound effects on iPads (already recorded) to add to a known story.	Be able to record sound effects, animal noises, untuned percussion etc to add to a known song.	Be able to perform as a class, a known song or story, with added recorded sound effects/noises.
<b>Y2 Sound Effects</b>	Be able to listen to a story and decide (individually) on where and what sound effects might enhance the story.	Be able to map out, using symbols, the sound effects needed, and record them to present in a story.	Be able to play sound effects on iPads (already recorded) to add to a known story.	Be able to record sound effects, animal noises, untuned percussion etc to add to a known song.	Be able to perform as a class, a known song or story, with added recorded sound effects/noises.	Be able to listen to professionally recorded stories and recognise sound effects used. Be able to talk about how this adds to the enjoyment of the listener.

<b>Y3 Music Technology</b>	Be able to open and access: <a href="http://audiotool.com">Tonematrix (audiotool.com)</a> Understand how the basic tools work.	Use Tonematrix to be able to create repeated patterns of music.	Use Tonematrix to be able to demonstrate pitch changes.	Be able to open and access: <a href="http://chromeexperiments.com">Chrome Music Lab (chromeexperiments.com)</a> Understand how the basic tools work – use the ‘Rhythm’ game to start.	Use Chrome Music Lab to manipulate sounds with the ‘Strings’ game.	Use Chrome Music Lab to manipulate sounds with the ‘Spectograph’ game.
<b>Y4 Music Technology</b>	Be able to open and access: <a href="http://chromeexperiments.com">Chrome Music Lab (chromeexperiments.com)</a> Understand how the basic tools work – use the ‘Soundwaves’ game.	Use Chrome Music Lab to manipulate sounds with the ‘Melody Maker’ game.	Use Chrome Music Lab to manipulate sounds with the ‘Chords game’. Understand the link between this and the chords we learn on the ukulele.	Be able to open and access: <a href="http://femurdesign.com">Theremin - Play your own musical synth with delay, feedback &amp; scuzz (femurdesign.com)</a> Understand what the ‘feedback’ button does to sounds.	Use Theremin to learn about the effects of digital ‘delay’ on sounds.	Use Theremin to learn about the effects of ‘Scuzz’ on sounds created.
<b>Y5 Music Technology</b>	Be able to open and access: Garageband. Understand some of the basic features. Open the drummer setting and explore.	Be able to choose a drummer in Garageband to be the basis for adding a stringed instrument. Be able to explore and manipulate some of the stringed instruments.	Be able to use Garageband to record a guitar track and add to the drummer track already set up. Explore the guitar settings.	Be able to edit and manipulate recorded tracks. Be able to open each layer in detail, and move sounds that are out of time, as well as adjusting the volume.	Be able to edit and manipulate recorded tracks by choosing a maximum of 3 instruments (over 12 bars max) to compose. Be able to compose to a specification of a mood: happy, sad, scary.	Be able to present music created in Garageband to friends. Be able to comment positively and critically. Be able to consider how to improve own work in the future.
<b>Y6 Music Technology</b>	Be able to open and access Garageband,	Be able to discuss the benefits of starting with a	Be able to discuss and manipulate the tempo of a	Be able to edit and manipulate recorded tracks	Be able to edit and manipulate recorded tracks	Be able to share music created, and discuss how it

	recalling some of the key features learned in Y5.	drummer track, or using a click track to make music, when recording in Garageband or live.	recorded track on Garageband. Be able to consider the effect it can create.	by choosing a maximum of 4 instruments (over 12 bars max) to compose. Be able to compose to a specification of a mood: happy, sad, scary.	by choosing a maximum of 4 instruments (over 12 bars max) to compose. Be able to adapt the track based on the evaluation of a friend.	felt to both share the music, and to receive feedback.
<b>Assembly</b>	The Seaweed Is Always Greener, They Live In You, Higher and Higher, Believe.					Record Songs
<b>Club</b>	TBC					Record Songs

## Summer Term 2<sup>nd</sup> Half.

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven
<b>Great Composer: John Williams: Film Music</b>	Discuss composer of the month: Harry Potter	Critical listening: E.T.	Critical listening: Star Wars	Critical listening: Indiana Jones	Critical listening: Jurassic Park	Critical listening: Staff Favourites!	Critical listening: Children's Favourites!
<b>EYFS</b>	Sing songs in games. Sing songs in front of other classes. Participate in whole school assembly songs. Play listening games and clapping games. Listen to music for a variety of activities. Dance to music. Start to choose music that you enjoy!						
<b>Y1 Rounds and Question&amp; Answer Songs</b>	Be able to learn and sing simple songs in rounds. 2 groups. Be able to describe what a round is.	Be able to sing in rounds with 3 parts.	Be able to learn and sing question and answer (call and response) songs, taking part in both sides.	Be able to feel the pulse of a question and answer song, and add body percussion whilst singing.	Be able to practice a selection of rounds and question and answer songs ready for performance. Begin to make suggestions about how to improve performance technique: standing positions, arrangements etc	Be able to perform rounds and question and answer songs to another class.	Be able to record performance songs, listening back to celebrate. Begin to discuss what makes rounds and question/answer songs fun to participate in.
<b>Y2 Recorder</b>	Be able to talk about how a recorder makes sounds, and what changes the sounds: blowing harder or softer,	Be able to blow the recorder softly to get a sustained, tuneful note.	Be able to play a 'b' in a tuneful, pulse and for a specified number of times. (1 finger covering the first hole.	Be able to play a 'b' and an 'a' on the recorder. Make up simple patterns and playing with a sustained breath.	Be able to play 'b', 'a' and 'g' notes on the recorder. Play in simple patterns and with a sustained breath.	Be able to learn a simple song, such as Mary Had A Little Lamb, on recorder. Play with emphasis on making a good sound, staying	Be able to perform simple songs on the recorder to another class, or the whole school. Record songs to

	covering the holes etc.					together as a group, and making each note sound correctly in the recorder.	share on the school website.
<b>Y3 Performance Songs</b>	Be able to talk about what might make a good singing experience: fun, memories, community, tradition.	Be able to learn song words – including structures of songs.	Be able to learn song words – including parts.	Be able to learn song words and performance techniques.	Be able to learn song words and voice projection in different acoustics.	Recognise how to critique performance and improve.	Be able to confidently sing as part of a large group in front of an audience.
<b>Y4 Performance Songs</b>	Be able to talk about what might make a good singing experience: fun, memories, community, tradition.	Be able to learn song words – including structures of songs.	Be able to learn song words – including parts.	Be able to learn song words and performance techniques.	Be able to learn song words and voice projection in different acoustics.	Recognise how to critique performance and improve.	Be able to confidently sing as part of a large group in front of an audience.
<b>Y5 Performance Songs</b>	Singing performance. Be able to learn a number of songs by heart – recognising song structure.	Be able to make decisions and adaptations to songs in order to improve performance.	Understand qualities needed for individual performance and develop solo skills.	Be able to hold harmony parts and sing with confidence.	Be able to consider whole performance and improve on voice projection in larger acoustic spaces.	Be able to sing with confidence and joy, leading KS2.	Be able to sing songs by heart, in more than one part, in front of an audience.
<b>Y6 Performance Songs</b>	Singing performance. Be able to learn a number of songs by heart – recognising song structure.	Be able to make decisions and adaptations to songs in order to improve performance.	Understand qualities needed for individual performance and develop solo skills.	Be able to hold harmony parts and sing with confidence.	Be able to consider whole performance and improve on voice projection in larger acoustic spaces.	Be able to sing with confidence and joy, leading KS2.	Be able to sing songs by heart, including leading harmony parts and solos in front of an audience.



<b>Assembly</b>	Disney type songs – YouTube singalong.	Performances
<b>Club</b>	TBC	Performances