



# Long Term Plan Music 2024-25 – Progression of Knowledge and Skills

Main Focus	Autumn 1 and 2 Finding the Pulse Listening Singing	Spring 1 and 2 Playing instruments Improvising	Summer 1 and 2 Composing
Year 1	<p><b><u>Lesson 1-3 - Finding the Pulse</u></b>  <b>Learning Intentions:</b>            To find and keep a pulse.            To move and dance with the music.            To describe tempo as fast or slow.            To describe dynamics as loud and quiet.</p> <p><b><u>Lesson 4-6 – Listening</u></b>  <b>Learning Intentions:</b>            To recognise some band and orchestral instruments.            To begin to understand where the music fits in the world.            To begin to understand about different styles of music.            To talk about feelings created by the music.</p> <p><b><u>Lesson 7-12 – Singing</u></b>  <b>Learning Intentions:</b>            To sing, rap, rhyme, chant and use spoken word.            To demonstrate good singing posture.            To sing songs from memory.            To copy back intervals of an octave and fifth (high, low).            To sing in unison.</p>	<p><b><u>Lesson 1-6 – Playing Instruments</u></b>  <b>Learning Intentions:</b>            To rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.</p> <p><b><u>Lesson 7-12 - Improvising</u></b>  <b>Learning Intentions:</b>            To explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G            To improvise simple vocal patterns using 'Question and Answer' phrases.            To understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p><b><u>Lesson 1-7 – Graphical Notation</u></b>  <b>Learning Intention</b>            LI: To explore ways of representing pitch (high and low sounds), and duration (long and short sounds), using symbols and any appropriate means of notation.</p> <p><b><u>Lesson 8-14 - Composing</u></b>  <b>Learning Intentions:</b>            To create musical sound effects and short sequences of sounds in response to music and video stimulus.            To create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G.</p> <p><b>Learning Intentions:</b>            To create a story, choosing and playing classroom instruments and/or soundmakers.            To recognise how graphic notation can represent created sounds.            To explore and invent your own symbols.</p>
Main Focus	Autumn 1 and 2 Finding the Pulse Listening Singing	Spring 1 and 2 Playing instruments Improvising	Summer 1 and 2 Notation Composing
Year 2	<p><b><u>Lesson 1- Finding the Pulse</u></b>  <b>Learning Intentions:</b>            To use body percussion, instruments and voices.            To find and keep a pulse.            To copy back simple rhythmic patterns using long and short.            To copy back simple melodic patterns using high and low.            To complete vocal warm-ups (e.g. mouth stretches, creating different sounds, call and response/call and answer games).</p> <p><b><u>Lessons 2-6 - Listening</u></b>  <b>Learning Intentions:</b>            To walk in time to the beat of a piece of music.            To find different steady beats.</p>	<p><b><u>Lesson 1-6 – Playing Instruments</u></b>  <b>Learning Intentions:</b>            To identify hand signals as notation, and recognise music notation on a staff of five lines.            To rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> <p><b><u>Lesson 7-12 - Creating: Improvising</u></b>  <b>Learning Intentions:</b>            To explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A            To work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p><b><u>Lesson 1-14 - Composing</u></b>  <b>Learning Intentions:</b>            To create a story, choosing and playing classroom instruments.            To explore ways of representing pitch (high and low sounds), and duration (long and short sounds), using symbols and any appropriate means of notation.            To create musical sound effects and short sequences of sounds in response to music and video stimulus.            To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.            To use music technology, if available, to capture, change and combine sounds.</p> <p>To explore ways of representing high and low sounds, and long and short</p>

	<p>To move and dance with the music confidently. To talk about how the music makes you feel.</p> <p>To describe tempo as fast or slow. To describe dynamics as loud or quiet.</p> <p>To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>To start to talk about the style of a piece of music. To recognise some band and orchestral instruments. To start to talk about where music might fit into the world.</p> <p>To identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p><b><u>Lesson 7-12 - Singing</u></b> <b>Learning Intentions:</b> To demonstrate good singing posture. To sing as part of a choir. To sing songs from memory and/or from notation. To add actions to a song. To talk about feelings created by the music/song.</p> <p>To sing to communicate the meaning of the words. To sing in unison and sometimes in parts, and with more pitching accuracy. To sing short phrases independently</p> <p>To understand and follow the leader or conductor. To know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>		<p>sounds, using symbols and any appropriate means of notation. To explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: A, B, C, D, E, F, G.</p>
<b>Main Focus</b>	<b>Autumn 1 and 2 Listening Singing</b>	<b>Spring 1 and 2 Playing instruments Improvising</b>	<b>Summer 1 and 2 Notation Composing</b>
<b>Year 3</b>	<p><b><u>Lesson 1-3 - Musicianship</u></b> <b>Learning Intentions:</b> To find and keep a pulse. To copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. To copy back and improvise simple melodic patterns using the notes: A, B, C, D, E, F, G, A To use body percussion, instruments and voices. To understand the meaning of time signatures: 2/4, 3/4 and 4/4.</p> <p><b><u>Lesson 4-8 - Listening</u></b> <b>Learning Intentions:</b> To share your thoughts and feelings about the music together. To find the beat or groove of the music. To walk, move or clap a steady beat with others, changing the</p>	<p><b><u>Lesson 1-5 – Improvising</u></b> <b>Learning Intentions:</b> To explore improvisation within a major scale using the notes: A, B, C, D, E, F, F#, G, G#, A, A#, B, C.</p> <p>To become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.</p> <p>To compose over a simple groove and over a drone.</p> <p>To reflect on group/individual improvisations, suggesting strengths and areas of development. To assess and comment on performances, suggesting strengths and areas for development.</p> <p><b><u>Lesson 6-12 - Notation</u></b></p>	<p><b><u>Lesson 1-7 - Playing Instruments</u></b> <b>Learning Intentions:</b> To rehearse and learn to play a simple melodic instrumental part from notation, in C major, F major, G major and E major. To develop facility in playing tuned percussion or a melodic instrument.</p> <p><b><u>Lesson 8-14 - Composing</u></b> <b>Learning Intentions:</b> To structure musical ideas to create music that has a beginning, middle and end. To compose a piece of music and/or sound effects in response to a written text, an image or video stimulus.</p> <p>To start to use simple structures within compositions. eg introduction, verse, chorus or AB form. To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. (E.g. children could work in small groups</p>

	<p>speed of the beat as the tempo of the music changes. To invent different actions to move in time with the music.</p> <p>To talk about what the song or piece of music means. To identify various instruments in a piece of music. To identify if it's a male or female voice singing the song.</p> <p>To learn the features of Pop, Folk, Disco and Rock music.</p> <p><b><u>Lesson 9-14 – Singing</u></b> <b>Learning Intentions:</b> To sing in unison as part of a choir and demonstrate good singing posture. To sing with awareness of following the beat. To sing a widening range of unison songs, of varying styles and structures. To sing songs from memory and/or from notation.</p> <p>To sing with attention to clear diction. To perform actions confidently and in time to a range of action songs.</p> <p>To sing expressively, with attention to the meaning of the words. To understand and follow the leader or conductor.</p>	<p><b>Learning Intentions:</b> To explore ways of representing pitch (high and low sounds), and duration (long and short sounds),, using symbols and any appropriate means of notation.</p> <p>To explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B To identify and understand the differences between crotchets and paired quavers.</p> <p>To read and respond to semibreves, minims, crotchets and paired quavers. To identify and understand various elements of musical notation (stave, treble clef, time signature, lines and spaces on the stave).</p> <p>To apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>and use graphical notation to compose a 4/4 bar for their chorus that repeats, 4/4 verse using different instruments).</p> <p>To create a simple melody using crotchets, minims and paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</p> <p>To use music technology, if available, to capture, change and combine sounds.</p>
<b>Main Focus</b>	<b>Autumn 1 and 2 Listening Singing</b>	<b>Spring 1 and 2 Playing instruments Improvising</b>	<b>Summer 1 and 2 Notation Composing</b>
<b>Year 4</b>	<p><b><u>Lesson 1-3 - Musicianship</u></b> <b>Learning Intentions:</b> To use body percussion, instruments and voices. To find and keep a pulse. To identify and learn the time signatures of: 2/4, 3/4 and 4/4.</p> <p>To listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests, by ear or from notation.</p> <p>To copy back melodic patterns using the notes: A, A#, B, C, C#, D, D#, E, F, F#, G, G#.</p> <p><b><u>Lesson 4-12 – Singing</u></b> <b>Learning Intentions:</b> To demonstrate good singing posture. To demonstrate vowel sounds, blended sounds and consonants. To sing 'on pitch' and 'in time'. To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to staccato and legato.</p> <p>To rehearse and learn songs from memory and/or with notation. To sing in different time signatures: 2/4, 3/4 and 4/4. To sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p>	<p><b><u>Lesson 1-8 – Listening</u></b> <b>Learning Intentions:</b> To recognise the following styles and any important musical features that distinguish the style: Reggae, Jazz, Funk and Romantic.</p> <p>To talk about the words of a song. To think about why the song or piece of music was written. To find and demonstrate the steady beat. To recall by ear memorable phrases heard in the music.</p> <p>To identify the tempo of a piece of music as fast, slow or steady. To recognise the genre of music you are listening to. To explain what a main theme is and identify when it is repeated. To discuss the structures of songs. To know and understand what a musical introduction is and its purpose. To describe legato and staccato.</p> <p>To identify:</p> <ul style="list-style-type: none"> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• Articulation on certain words</li> <li>• A change in texture</li> <li>• Major and minor tonality</li> </ul> <p>To recognise the sound and notes of the pentatonic scale by ear and from notation.</p>	<p><b><u>Lesson 1-3 - Notation</u></b> <b>Learning Intentions:</b> To explore ways of representing pitch (high and low sounds), and duration (long and short sounds),, using symbols and any appropriate means of notation.</p> <p>To identify a stave, treble clef, time signatures. To read identify and understand the differences between minims, crotchets, paired quavers and rests. To read and perform pitch notation within a range. To 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>To explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p><b><u>Lesson 4-7 - Playing Instruments</u></b> <b>Learning Intentions:</b> To rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. To learn the scales of C major, F major, G major and A minor.</p> <p><b><u>Lesson 8-14 – Composing</u></b> <b>Learning Intentions:</b> To combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p>

	<p>To talk about the different styles of singing used for different styles of song.</p> <p>To talk about how the songs and their styles connect to the world.</p>	<p><b><u>Lesson 9-12 – Improvising</u></b>  <b>Learning Intentions:</b>          To explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>To improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>To improvise over a simple chord progression.</p> <p>To improvise over a groove.</p>	<p>To compose over a simple chord progression.</p> <p>To compose over a groove.</p> <p>To create music in response to music and video stimulus.</p> <p>To use music technology, if available, to capture, change and combine sounds.</p> <p>To start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>To use simple dynamics.</p> <p>To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>To create a melody using crotchets, minims, quavers and their rests.</p> <p>To use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>
<b>Main Focus</b>	<b>Autumn 1 and 2 Listening Singing</b>	<b>Spring 1 and 2 Playing instruments Improvising</b>	<b>Summer 1 and 2 Notation Composing</b>
<b>Year 5</b>	<p><b><u>Lesson 1-2 - Musicianship</u></b>  <b>Learning Intentions:</b>          To find and keep a pulse.          To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>To copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p> <p><b><u>Lesson 3-8 – Listening</u></b>  <b>Learning Intentions:</b>          To talk about feelings created by the music.          To understand and define the 8 inter-related musical elements (pulse, rhythm, tempo, timbre, texture, dynamics, structure, duration).          To justify a personal opinion with reference to Musical Elements. (I love this song because the texture is thin, I don't like this song because the tempo is too slow, etc.)</p>	<p><b><u>Lesson 1-6 – Notation</u></b>  <b>Learning Intentions:</b>          To explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>To identify the different musical symbols on sheet music. (stave, treble clef, time signatures, naming notes on the lines and spaces, bar lines and flat and sharp symbols).</p> <p>To understand the differences between 2/4, 3/4 and 4/4 and 6/8 time signatures.</p> <p>To explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db</p> <p>To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p><b><u>Lesson 7-12 - Playing Instruments</u></b></p>	<p><b><u>Lesson 1-3 – Improvising</u></b>  <b>Learning Intentions:</b>          To explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>To improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p><b><u>Lesson 4 - 14 – Composing</u></b>  <b>Learning Intentions:</b>          To create music in response to music and video stimulus.</p> <p>To use music technology, if available, to capture, change and combine sounds.</p> <p>To start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>To use chords to compose music to evoke a specific atmosphere, mood or environment.</p>

	<p>To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. To know and understand what a musical introduction is and its purpose. To explain a bridge passage and its position in a song.</p> <p>To identify major and minor tonality. To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>To recognise the following styles and any key musical features that distinguish the style: R&amp;B, Musicals, Classical and Electronic Dance Music.</p> <p><b><u>Lesson 9-14 – Singing</u></b> <b>Learning Intentions:</b> To recall by ear memorable phrases heard in the music. To rehearse and learn songs from memory and/or with notation.</p> <p>To sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>To sing in unison and parts, and as part of a smaller group. To sing 'on pitch' and 'in time'. To sing a second part in a song. To self-correct if lost or out of time. To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to dynamics and articulation. To develop confidence as a soloist. To talk about the different styles of singing used for different styles of song. To respond to a leader or conductor.</p>	<p><b>Learning Intentions:</b> To read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. 1<sup>st</sup> 3<sup>rd</sup> and 5<sup>th</sup> note in the scale.</p> <p>To understand and practise the C major scale and D major scale on a keyboard.</p> <p>To rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</p> <p>To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>	<p>To use simple dynamics.</p> <p>To use rhythmic variety.</p> <p>To compose song accompaniments, perhaps using basic chords.</p> <p>To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>To use full scales in different keys.</p> <p>To perform simple, chordal accompaniments.</p> <p>To create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale.</p> <p>To use major and minor tonality: F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major)  G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)  G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)  D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)  E<math>\flat</math>, F E<math>\flat</math>, F, G E<math>\flat</math>, F, G, B<math>\flat</math> E<math>\flat</math>, F, G, B<math>\flat</math>, C Start and end on the note E<math>\flat</math> (E<math>\flat</math> major)</p>
<b>Main Focus</b>	<b>Autumn 1 and 2 Listening Singing</b>	<b>Spring 1 and 2 Playing instruments Improvising</b>	<b>Summer 1 and 2 Notation Composing</b>
<b>Year 6</b>	<p><b><u>Lesson 1-2 – Musicianship</u></b> <b>Learning Intentions:</b> To find and keep a pulse. To listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. To copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F<math>\sharp</math> D, E, F<math>\sharp</math>, G, A, B, C<math>\sharp</math> A, B, C, D, E, F, G</p> <p><b><u>Lesson 3-8 – Listening</u></b> <b>Learning Intentions:</b></p>	<p><b><u>Lessons 1-4 – Notation</u></b> <b>Learning Intentions:</b> To explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>To explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C, D, E F, G, A<math>\flat</math>, B<math>\flat</math>, C, D, E<math>\flat</math> G, A, B<math>\flat</math>, C, D, E, F G, A, B, C, D, E, F<math>\sharp</math> D, E, F, G, A D, E, F<math>\sharp</math>, A, B, C<math>\sharp</math> E, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B, C, C<math>\sharp</math> E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D</p>	<p><b><u>Lesson 1-3 – Improvising</u></b> <b>Learning Intentions:</b> To explore improvisation within a major scale, using the notes: C, D, E, F, G, G, A, B<math>\flat</math>, C, D G, A, B, C, D F, G, A, C, D</p> <p>To improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p><b><u>Lesson 4-14 - Creating: Composing</u></b> <b>Learning Intentions:</b> To create music in response to music and video stimulus. To plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.</p>

<p>To talk about feelings created by the music. To justify a personal opinion with reference to inter-related musical elements.</p> <p>To identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>To identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. To explain a bridge passage and its position in a song. To recall by ear memorable phrases heard in the music. To know and understand what a musical introduction and outro is, and its purpose.</p> <p>To identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and Cappella groups. To recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Gospel, Choral and Funk.</p> <p><b><u>Lesson 9-14 – Singing</u></b> <b>Learning Intentions:</b> To rehearse and learn songs from memory and/or with notation. To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>To continue to sing in parts where appropriate. To sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment.</p> <p>To sing syncopated melodic patterns. To demonstrate and maintain good posture and breath control whilst singing. To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to dynamics and articulation.</p> <p>To lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year. To discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>	<p>To identify the different musical symbols on sheet music. (stave, treble clef, time signatures, naming notes on the lines and spaces, bar lines and flat and sharp symbols). To read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. To recognise how notes are grouped when notated.</p> <p><b><u>Lesson 5-12 - Playing Instruments</u></b> <b>Learning Intentions:</b> To understand and practise playing C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor. To rehearse and learn to play one of four differentiated instrumental parts by ear or from notation.</p> <p>To 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 (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>To identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p>	<p>To play this melody on available tuned percussion and/or orchestral instruments. To notate this melody. To create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. To start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). To use simple dynamics. To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>To either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. To create a simple chord progression.</p> <p>To compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. To use music technology, if available, to capture, change and combine sounds.</p> <p>To use a pentatonic and a full scale. To use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, A<math>\flat</math> F, G, A<math>\flat</math>, B<math>\flat</math> F, G, A<math>\flat</math>, B<math>\flat</math>, C Start and end on the note F (F minor)</p>
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