

Music at Straits Primary School



Music Subject Intent

At Straits Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to a range of musical styles, learning a wide range of instruments and finding their voices as singers, performers and composers, our pupils will leave primary school as confident, reflective musicians.

‘Music is a universal language that embodies one of the highest forms of creativity.’ (The National Curriculum).

Our aim for our Music curriculum at Straits Primary School is to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and appreciate a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

Threshold Concepts

- To perform music using their voice and instruments.

By the end of Year 6, our pupils at the Straits Primary School will be able to confidently sing as part of an ensemble, with a well-developed sense of pitch and harmony. Our pupils will also be able to play and perform in solo or ensemble contexts, with accuracy, control, fluency and expression.

- To listen to and appraise music across a range of period, genres, styles and traditions.

Listening to music is fundamental to musical understanding. Our pupils will learn to listen critically, expanding their musical horizons, and gain a deeper understanding of how music is constructed and the impact it can have on the listener. By the end of Year 6, pupils will be able to listen with attention to a range of musical genres- gaining an appreciation for different traditions, musicians and composers. They will have gained an understanding of how pulse, rhythm and pitch work together. Pupils will also use a deepened understanding of formal, written notation.

- To create and compose music.

As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. By the end of their time at Straits Primary School, pupils will be able to compose complex rhythms, improvise with increasing confidence, create compositions that are recorded using formal notation- all inspired by the range of musical genres they have experienced through their time at our school.

- To perform a piece of music to an audience.

At the Straits Primary School, we believe in the importance of giving every child their moment to shine. Our pupils will be given the opportunity to perform pieces of music to their peers in class, and to wider audiences.

Music and The National Curriculum: Key Stage 1

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music and The National Curriculum: Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Implementation of Straits Primary School Music Programme of Study

Musical Styles

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	<u>Body Percussion/Introduction to instruments</u> Appraisal (13) Kool & The Gang - Celebration - YouTube (13) Pharrell Williams - Happy (Video) - YouTube (13) I can sing a rainbow Early Years - Nursery Rhymes - YouTube (13) Happy Birthday - YouTube Tchaikovsky - The Nutcracker - Marche - YouTube Performance Create a performance using body percussion, shakers and drums. <u>Christmas Production</u>	<u>People Who Help Us</u> Appraisal (12) 12. Marvin Gaye & Tammi Terrell - Ain't No Mountain High Enough - YouTube (12) Climb Ev'ry Mountain - YouTube (13) With A Little Help From My Friends (Remastered 2009) - YouTube (13) Gerry & The Pacemakers - You'll Never Walk Alone [Official Video] - YouTube (13) Harry Styles - Treat People With Kindness (Official Video) - YouTube Performance Early Years Song: People who help us - YouTube Hurry Hurry Drive the Firetruck - The Kiboomers Kids Songs for Circle Time - YouTube Space Appraisal EARTH, the bringer of life - YouTube	<u>Down on the Farm</u> Appraisal (13) Here's to The Farmer By Luke Bryan Lyrics - YouTube The Magnificent Seven Theme - YouTube Performance EYFS: Listen and Play - On the farm - BBC Teach Old MacDonald Had a Farm 5 little ducks Mary had a little lamb <u>Our Wonderful World</u> <u>Mini-Beasts</u> Appraisal Rimsky Korsakov - Flight of the Bumblebee - YouTube (13) Louis Armstrong - What A Wonderful World (Lyrics) - YouTube

		Gustav Holst - Mars - YouTube Star Wars Main Theme (Full) - YouTube Rocket Man (I Think It's Going To Be A Long Long Time) - YouTube Performance (13) Gentle Space Music // Float Through The Cosmos - YouTube Create a sequence for a space trip. 5 Little Men in a Flying Saucer Songs You Need to sing in the Classroom Twinkl - YouTube	Performance Lots of Minibeasts Come in Two by Two Incy Wincy Spider
Y1	Toys Appraisal Johann Strauss Sr. - Radetzky March - YouTube Rondo Alla Turca- Mozart - YouTube Brain Breaks 🎵 Action Songs for Children 🎵 Dr. Knickerbocker 🎵 Kids Songs by The Learning Station - YouTube (skills keeping rhythm) I've Got No Strings - YouTube L. Mozart: Toy Symphony - III. Allegro - YouTube André Rieu - The Beautiful Blue Danube - YouTube (13) Chitty Chitty Bang Bang (1968) - Music Box Dance Scene (10/12) Movieclips - YouTube Tchaikovsky - The Nutcracker - Marche - YouTube (12) Disney Instrumental Masayoshi Ōishi - You've Got A Friend In Me - YouTube (12) The Dreidel Song (I made it out of clay) - YouTube Performance We love our toys! - YouTube (13) Randy Newman - You've Got a Friend in Me (From "Toy Story 4"/Audio Only) Lyrics - YouTube	Walk in the Woods Appraisal HORST JANKOWSKI - A WALK IN THE BLACK FOREST - YouTube Joe Hisaishi - The Wind Forest (from 'My Neighbor Totoro') - YouTube Bambi OST - 04 - Little April Shower - YouTube Teddy Bears' Picnic - YouTube Norwegian Wood (This Bird Has Flown) - YouTube Rimsky Korsakov - Flight of the Bumblebee - YouTube (12) Winnie The Pooh theme song by Carly Simon - YouTube (12) Madama Butterfly: Entrance of Butterfly - YouTube Forest 4K Nature Relaxation Film Relaxing Music Nature Sounds of Jungle, Rainforest - YouTube Performance Buzzin' Tonight (Rehearsal Version) - YouTube Sounds of the forest (playing two/three notes on a glockenspiel to a song)	Sea Side Appraisal Hold My Hand - Jess Glynne (Lyrics) - YouTube Claude Debussy - La Mer - YouTube The Beatles - Yellow Submarine - YouTube The Beach Boys - Surfin' USA (Lyrics) BUGG Lyrics - YouTube Otis Redding - Sitting On The Dock Of The Bay (Lyrics) - YouTube (13) The Drifters - Under the Boardwalk - YouTube The Fresh Prince of Bel Air Lyrics - YouTube La Mer // Charles Trenet // Lyrics - YouTube George Benson - Beyond The Sea - YouTube Performance Summer Holiday Somewhere Beyond the Sea Finding Nemo - Beyond The Sea LYRICS - YouTube Glockenspiels- Beyond the Sea

Y2	<u>Fire, Fire</u> <u>Appraisal</u> (12) Elvis Presley - Burning Love (Official Audio) - YouTube (13) Katy Perry - Firework (Lyrics) - YouTube Stravinsky: Finale - Suite from The Firebird / Los Angeles Philharmonic, Gustavo Dudamel - YouTube Russ Freeman - Jamaican Nights - YouTube Die Walküre: Magic Fire Music - YouTube Ed Sheeran - I See Fire (Lyrics) - YouTube Performance Great Fire of London song September 1666 by Al Start ideal for school topic - YouTube <u>Christmas Production</u>	<u>Glockenspiel focus</u> <u>Appraisal</u> Greensleeves (guitar version) - YouTube Rolandskvadet - The Song of Roland - YouTube Braveheart Soundtrack - The Battle Of Stirling - YouTube Frank Sinatra - Fly Me To The Moon (Live At The Kiel Opera House, St. Louis, MO/1965) - YouTube Emmanuel Séjourné: Attraction (short version) performed by Christoph Sietzen - YouTube Queen - Don't Stop Me Now (Clean Version Lyrics) - YouTube ABC - YouTube Dance Monkey - Tones and I / Marimba Cover - YouTube CLAUDE DEBUSSY: CLAIR DE LUNE (vibraphone, glockenspiel +piano) - YouTube Performance 20 Easy Xylophone Songs and Glockenspiel Tutorials for Kids (singing-bell.com) Hot Cross Buns Frere Jaques How to play Baby Shark on a Xylophone - Easy Songs - Tutorial - Bing video You are my Sunshine Compose a song to a video	<u>African Music</u> <u>Appraisal</u> Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube Gustav Holst - Saturn - YouTube The Lion King: Circle of Life by LEBO M. — LIVE at the HAVASI Symphonic Concert Show in Budapest - YouTube Elton John - Circle of Life (From "The Lion King"/Official Video) - YouTube "Highland Safari" - Lively Modern Classical Music - YouTube Saint-Saëns - Carnival Of Animals - YouTube Cool African Music – African Safari - YouTube The Tortoise & the Hare by Benjamin E. Fuller - The Cory Band, Conducted by Philip Harper. - YouTube Performance Che Che Kule (Kye Kye Kule) Children's Songs Sing With Sandra - YouTube Che Che Koolay ~An Orff Arrangement~ - Bing video Compose a piece of music for the African Savannah.
Y3/4	Year 3 - Recorder (DPA) Year 4 - Flute		

Y5	<u>War Music</u> Appraisal (13) Run, Rabbit, Run - YouTube (13) White Cliffs of Dover VERA LYNN (with lyrics) - YouTube (13) Glenn Miller - In The Mood [HQ] - YouTube (13) 1939 Lale Andersen - Lili Marlene (original German version) - YouTube (13) 'We'll Meet Again' - Katherine Jenkins brings the nation together in song VE Day 75 - BBC - YouTube (13) Vera Lynn - We'll Meet Again (Lyrics) - YouTube (13) It's a Long Way To Tipperary / Pack Up Your Troubles In Your Old Kit Bag - Robert Mandell - YouTube (13) "SING, SING, SING" BY BENNY GOODMAN - YouTube (13) Duke Ellington and his Orchestra - Take The A Train (1962) [official video] - YouTube (13) Ella Fitzgerald & Duke Ellington: Take The A Train - YouTube Performance (13) Vera Lynn - We'll Meet Again (Lyrics) - YouTube	<u>Ukuleles (Folk songs)</u> Appraisal (13) Traditional Celtic Song - Eleanor na Run - YouTube (15) Jake Shimabukuro - "Bohemian Rhapsody" - TED (2010) - ukelele cover - YouTube Performance (13) Down By The Bay - YouTube A Sailor Went To Sea - Hazel Askew (15) I Vow To Thee Black Country - YouTube Write a version of I Vow to Thee Black Country (13) Stand By Me - Ukulele Play Along - Very Easy in C - YouTube (13) Three Little Birds Ukulele Play Along - Very Easy - YouTube (13) Wellerman Ukulele Tutorial (C, F, Am,G) - YouTube	<u>Mountains and Journeys</u> Appraisal (13) Grieg: Peer Gynt Suite No. 1, "In the Hall of the Mountain King" - YouTube (13) The Misty Mountains Cold - The Hobbit - YouTube (13) Gladys Knight & The Pips - Midnight Train to Georgia (Official Audio) - YouTube (13) Blake Shelton - Home (Official Music Video) - YouTube "Elmer Bernstein": "The Great Escape" from Athens (X 2) - YouTube Performance Compose a piece of music for a journey, with clear structure. Chrome Music Lab - Song Maker (chromeexperiments.com)
Y6	<u>Natural Disasters</u> Appraisal (15) Wake Up America - YouTube (13) Queen - Is This The World We Created? - YouTube (13) EARTH SONG (ORCHESTRAL COVER) - Akshay Sreeram - YouTube (13) EARTH, the bringer of life - YouTube	<u>Ukuleles (strings)</u> Appraisal (13) Steve Martin & Earl Scruggs - Foggy Mountain Breakdown - YouTube (13) HERCULES MUSES MEDLEY - YouTube (15) Jake Shimabukuro-While My Guitar Gently Weeps - YouTube (13) Don't Stop Believin' - Acoustic (Cover by Adam Christopher) - YouTube	<u>Big Band</u> Appraisal Chameleon - YouTube Death by Samba - YouTube (15) Yesterday The Beatles Lyrics - YouTube McFly - Happiness (Lyric Video) - YouTube Performance A performance in the musical style they wish

	(13) Storm Orchestra (Score & Orchestra) - YouTube (15) Tchaikovsky - The Storm, Op. 76 (Sheet Music) - YouTube Performance Compose their own rap to Where is the Love	(13) Journey - Don't Stop Believin' (Live 1981: Escape Tour - 2022 HD Remaster) - YouTube (13) "Johnny B Goode (Slash Guitar Solo)" Slash@Wells Fargo Center Philadelphia 10/8/17 - YouTube (13) Jack Johnson - Upside Down (Sessions@AOL) - YouTube Performance (13) Yellow by Coldplay An Easy Ukulele Tutorial 4 chords - YouTube (13) Count On Me - Ukulele Play Along - YouTube	
All Years percussion workshop Batucada - YouTube Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube			

Implementation of Straits Primary School Music Programme of Study

Music: Progression of Knowledge and Skills

	Musicianship: Understanding Music	Listening	Singing	Notation	Instruments
EYFS	-Use body percussion, instruments and voices. -Find and keep a steady beat together. -Copy back simple rhythmic patterns using long and short. -Complete vocal warm-ups.	-Move and dance with the music. -Find the steady beat. -Talk about feelings created by the music. -Describe tempo as fast or slow.	-Sing songs from memory. -Sing in unison.	- Understand when to sing or play an instrument, by following the teacher's command and relating this to prompts.	-Explore using instruments and how they vary in sound.
Year 1	-Use body percussion, instruments and voices. -Find and keep a steady beat together. -Understand the difference between creating a rhythm pattern and a pitch pattern. -Copy back simple rhythmic patterns using long and short. -Copy back simple melodic patterns using high and low. -Complete vocal warm-ups.	-Move and dance with the music. -Find the steady beat. -Talk about feelings created by the music. -Recognise some band and orchestral instruments. -Describe tempo as fast or slow. -Describe dynamics as loud and quiet. -Join in sections of the song, e.g. chorus. -Begin to understand where the music fits in the world. -Begin to understand about different styles of music.	-Sing, rhyme, chant and use spoken word. -Demonstrate good singing posture. -Sing songs from memory. -Sing in unison.	-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	-Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation (on glockenspiel). Begin with one or two notes.

Year 2	-Use body percussion, instruments and voices. -Find and keep a steady beat. -Copy back simple rhythmic patterns using long and short. -Copy back simple melodic patterns using high and low. -Complete vocal warm-ups. -Sing short phrases independently.	-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. -Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. -Move and dance with the music confidently. -Talk about how the music makes you feel. -Find different steady beats. -Describe tempo as fast or slow. -Describe dynamics as loud or quiet. -Join in sections of the song, eg call and response. -Start to talk about the style of a piece of music. -Recognise some band and orchestral instruments. -Start to talk about where music might fit into the world.	-Sing as part of a choir. -Demonstrate good singing posture. -Sing songs from memory and/or from notation. -Sing to communicate the meaning of the words. -Sing in unison and sometimes in parts, and with more pitching accuracy. -Understand and follow the leader or conductor. -Add actions to a song. -Move confidently to a steady beat. Talk about feelings created by the music/song. -Recognise some band and orchestral instruments. -Describe tempo as fast or slow. -Join in sections of the song, eg chorus. -Begin to talk about and understand the style of the music. -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 (e.g. crescendo, decrescendo, pause).	-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. -Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes, building from year 1.	-Rehearse and learn to play a simple melodic instrumental part by ear or from notation, building on their knowledge from year 1. -Develop facility in playing tuned percussion or a melodic instrument- a glockenspiel.
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Year 3	-Use recorders, holding the instrument correctly. - Find and keep a steady beat, in the time signatures of: 2/4, 3/4 and 4/4. -Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. -Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F.	-Share your thoughts and feelings about the music together. -Find the beat or groove of the music. -Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. -Invent different actions to move in time with the music. -Talk about what the song or piece of music means. Identify some instruments you can hear playing. -Identify if it's a male or female voice singing the song. -Talk about the style of the music.	(In singing assemblies) -Sing as part of a choir. -Sing a widening range of unison songs, of varying styles and structures. -Demonstrate good singing posture. -Perform actions confidently and in time to a range of action songs. - Sing songs from memory and/or from notation. -Sing with awareness of following the beat. -Sing with attention to clear diction. -Sing, expressively, with attention to the meaning of the words. -Sing in unison. -Understand and follow the leader or conductor. -Copy back simple melodic phrases using the voice	-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes, building on year 2. -Identify hand signals as notation, and recognise music notation on a staff of five lines.	-Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. -Develop facility in playing tuned percussion or a melodic instrument- recorder.
Year 4	-Use body percussion, instruments and voices. -Keep a steady beat, in the time signatures of: 2/4, 3/4 and 4/4. -Find and keep a steady beat. -Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, quavers, semiquavers and their rests, by ear or from notation.	-Talk about the words of a song. -Think about why the song or piece of music was written. -Find and demonstrate the steady beat. -Identify 2/4, 3/4, and 4/4 metre. -Identify the tempo as fast, slow or steady. -Recognise the style of music you are listening to.	(In singing assemblies) -Rehearse and learn songs from memory and/or with notation. -Sing in different time signatures: 2/4, 3/4 and 4/4. -Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. -Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes, building from year 3 recorder. -Read and respond to semibreves, minims, dotted crotchets, crotchets,	-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. -Develop an understanding and appreciation for violin.

	-Copy back melodic patterns using the notes.	-Discuss the structures of songs. -Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture -Explain what the main theme is and identify when it is repeated. -Know and understand what a musical introduction is and its purpose. -Recall by ear memorable phrases heard in the music. -Identify major and minor tonality. -Recognise the sound and notes of the pentatonic scale by ear and from notation. -Describe legato and staccato. -Recognise a variety of musical styles.	-Demonstrate good singing posture. -Sing 'on pitch' and 'in time' -Sing expressively, with attention to breathing and phrasing. -Sing expressively, with attention to staccato and legato. -Talk about the different styles of singing used for different styles of song. -Talk about how the songs and their styles connect to the world.	quavers and semiquavers. Identify: • Stave • Treble clef • Time signature -Identify and understand the differences between minims, crotchets, paired quavers and rests. -Read and perform pitch notation within a range. - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	
Year 5	-Use body percussion, instruments and voices -Keep a steady beat, in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. -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. -Copy back melodic patterns using the notes.	-Talk about feelings created by the music. -Justify a personal opinion with reference to Musical Elements. -Find and demonstrate the steady beat. -Identify 2/4, 3/4, 6/8 and 5/4 metre. -Identify the musical style of a song or piece of music. -Identify instruments by ear and through a range of media. -Discuss the structure of the music.	-Rehearse and learn songs from memory and/or with notation. -Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. -Sing 'on pitch' and 'in time' -Sing a second part in a song. -Self-correct if lost or out of time.	-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. -Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes. -Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. -Recognise how notes are grouped when notated.	-Play melodies on tuned melodic instruments (Ukuleles), initially done as a whole class, with greater independence gained each lesson through smaller group performance.

		-Recognise a range of musical styles.	-Sing expressively, with attention to breathing and phrasing. -Sing expressively, with attention to dynamics and articulation. -Develop confidence as a soloist. -Talk about the different styles of singing used for different styles of song. -Talk confidently about how connected you feel to the music and how it connects in the world. -Respond to a leader or conductor.	-Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. -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.	
Year 6	-Use body percussion, instruments and voices. -Keep a steady beat, in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. -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. -Copy back melodic patterns using the notes.	-Talk about feelings created by the music. -Justify a personal opinion with reference to Musical Elements. -Find and demonstrate the steady beat. -Identify 2/4, 3/4, 6/8 and 5/4 metre. -Identify the musical style of a song or piece of music. -Identify instruments by ear and through a range of media. -Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response.	-Rehearse and learn songs from memory and/or with notation. -Sing a broad range of songs as part of a choir -Continue to sing in parts where appropriate. -Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. -Sing with and without accompaniment. -Sing syncopated melodic patterns. -Demonstrate and maintain good posture and breath control whilst singing. -Sing expressively, with attention to breathing and phrasing.	-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. -Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of notes. -Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. -Recognise how notes are grouped when notated. -Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and	-Rehearse and learn to play different instrumental parts by ear or from notation. -Build on knowledge and understanding of Ukuleles from last year. -Play a melody following staff notation, make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

		-Explain a bridge passage and its position in a song. -Recall by ear memorable phrases heard in the music. -Recognise a range of musical styles.	-Sing expressively, with attention to dynamics and articulation. -Lead a singing rehearsal. -Talk about the different styles of singing used for the different styles of songs sung in this year. -Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.	in spaces, barlines, a flat sign and a sharp sign	
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