

<b><u>Year 1</u></b>	<b><u>Introducing Beat</u></b>  Learning about all the Foundational Elements of Music, but with a focus on the pulse or beat. Every piece of music has a pulse or beat - the heartbeat of the music.	<b><u>Christmas production</u></b>  We will use our Christmas Production to use our voices expressively and creatively and focus on performing to the best of our ability.	<b><u>Adding Rhythm &amp; Pitch</u></b>  Year 1 will still be embedding and learning about all the Foundational Elements of Music, but with a focus on rhythm and pitch. When you add rhythm and pitch, these three important building blocks combine to create a song or a piece of music.	<b><u>Introducing Tempo &amp; Dynamics</u></b>  Year 1 will be using the musical words and ideas in classroom discussions about musical learning, while continuing to work implicitly with all the other Foundational Elements of Music. In thinking about two new elements - tempo and dynamics - we are able to add even more variety to the music performed or created, and we build our vocabulary of words that can describe the music we hear.	<b><u>Having Fun with Improvisation</u></b>  Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas. When someone improvises, they make up their own tune that has never been heard before. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends.	<b><u>Storm by Britten improvising and composing</u></b>  Year 1 will listen and reflect on a piece of orchestral music and using improvising and composing with the dimensions of music create their own musical motifs and structure them into a piece and then perform as an ensemble, using voices and playing musical instruments.
<b><u>Year 2</u></b>	<b><u>Exploring Simple Patterns</u></b>  Year 2 will learn about all the Foundational Elements of Music with a focus on simple patterns in music. Creating patterns using improvisation and composition activities. Music is full of patterns.	<b><u>Christmas production</u></b>  We will use our Christmas Production to use our voices expressively and creatively and focus on performing to the best of our ability.	<b><u>Exploring Feelings Through Music</u></b>  Yr2 will be learning about all the Foundational Elements of Music with a spotlight on feelings and emotions, while working implicitly with all the other elements of music. Music is inextricably linked to communicating and understanding our emotions and feelings which explored through song and how to create and improvise music.	<b><u>Inventing a Musical Story</u></b>  Focusing on storytelling, while working implicitly with all the other elements of music. Yr2 will be improvising and composing using the Graphic Score app, thinking particularly about how patterns, dynamics and tempo can help us in telling a story. Timbre (the way an instrument or voice sounds) might help us represent particular characters, excitement or anticipation to a story.	<b><u>Carnival of the animals by Saint Saens improvising and composing</u></b>  Following on from the previous unit, yr2 will listen, evaluate and use this famous music to make a circus of sound!	<b><u>Music that Makes You Dance</u></b>  The focus here is on music we can dance with. Yr2 will be encouraged to move to the music and songs they are listening to, singing and performing with. Historically, music and dance come from the same place. Over time, they have become recognised art forms and activities in their own right, but they are still intimately linked.

<b><u>Year 3</u></b>	<b><u>Developing Notation Skills</u></b>  This unit focusses on notation, while working implicitly with all the other elements of music. Year 3 introduces notation more formally with musical practice and its theory. Graphic scores have been used previously but now is the time to start using written notation.	<b><u>Christmas production</u></b>  We will learn in our Christmas production to sing and play musically with increasing confidence and control. Perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.	<b><u>Sharing Musical Experiences</u></b>  The focus is on experiencing music, while working implicitly with all the other elements of music. Sharing our musical experiences, preferences and identities is vital to build community and friendships in the classroom and school! Listen and Respond and Perform work particularly well.	<b><u>Mars from Planet Suite by Holst improvising and composing</u></b>  Yr3 will listen, evaluate and use this famous music to make their own ostinatos, considering its history and place in the world. Improvising and composing will culminate in a performance of an imaginary planet devised by Yr3. The instruments of the Orchestra will also be learnt about.	<b><u>Learning more about musical styles</u></b>  Musical styles are ways of grouping pieces of music /musicians in order to talk about more general trends and characteristics within the musical world. Musical styles are open to discussion. In this Scheme of Work, many varied styles are introduced.	<b><u>Recognising Different sounds</u></b>  Recognising the different sounds of instruments is a fun way to exercise the musical element called 'timbre'. Each voice and instrument has its own distinct sonic 'fingerprint' that allows a trained ear to distinguish between them - for example, a trumpet and a violin, or a cello and a piano. It is a very important musical skill, and one which we can always improve with practice.
<b><u>Year 4</u></b>	<b><u>Interesting Time signatures</u></b>  The focus is on time signatures, while working with the other elements of music. Time signatures are the regular pulse moving into recurring groups of strong and weak beats. E.g. Waltz, March, Rock, Pop and Hip Hop songs. Finding pulse and identifying the time signature are essential skills in being able to play together with other people.	<b><u>Christmas production</u></b>  We will learn in our Christmas production to sing and play musically with increasing confidence and control. Perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.	<b><u>Combining elements to make music</u></b>  The focus is on how musical elements are combined in making music, while working implicitly with all the other elements of music. A composer, songwriter, improviser or performer have these tools at their disposal to tell stories in music. The elements of music are like a palette of colours.	<b><u>Connecting notes and feelings</u></b>  One of the many ways in which music is like magic is the way it can literally change the way we feel. This connection between musical notes and our emotions is not just some sort of impression we have - it can be physically measured and observed in the brain and body. Feelings and music are also closely related to memories and associations - of times and places of the past. Consider all of the above during this unit whilst listening, singing, playing, improvising, composing and performing.	<b><u>Purpose, identity and expression in Music</u></b>  Music making and listening are very natural human processes, even often an urge, and this is especially true for certain people and communities. Music is linked to our feelings, occasions or emotions and can be created for those occasions. Communities may have very different ways of expression. Such differences can be personal, cultural or both.	<b><u>Leavers Production</u></b>  Year 4 will celebrate their singing in the leavers production. The awareness of the need for good posture and diction whilst singing will be promoted to maintain a pleasing sound. Singing with expression, rhythm and control. How do the interrelated dimensions of music affect the performance and its impact on the audience? Part singing, small groups and solos will add to the performance.

