

Music Policy



2017/18

Aims Of Handsworth Primary School “A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

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INTRODUCTION

Music is recognised by many as a strong socialising factor, contributing to the individual's development at school, and later, in the wider community. It encourages and develops a sense of togetherness as well as aiding self-discipline and creativity

It is part of the collective culture for the society in which we live and forms a common link world wide.

Children need to be given certain skills, attitudes and good listening habits in order to be able to make the best use of music throughout their lives, so it is the right of everybody to have their musicality developed and extended.

RATIONALE

Setting out a school policy for music as a written statement:-

- Provides us with a common agreed framework for planning, teaching and assessing music;
- Indicates how the National Curriculum for music will be interpreted and implemented;
- Provides a recognisable framework to work from;
- Raises awareness of music and emphasises its importance within the school;
- Contributes to the ethos of the school;
- Gives us confidence that we are fulfilling our responsibilities in a professional manner.

PHILOSOPHY

- Music is a perfect vehicle for children's natural creativity and leads to a real sense of achievement in a short period of time.
- It fosters collective and co-operative activity as well as creating a framework for collective discipline.
- All children need to express their ideas and individuality through a wide range of school curricular, and music, by its very nature, is a perfect medium for this.
- Music is an ideal activity for developing a child's sense of fun and enhances their natural tendency for exploration and enquiry.

AIMS AND OBJECTIVES

At Handsworth Primary School children should:

- Sing regularly from a varied, expanding and meaningful repertoire, in various groups and situations with a focus on performance.
- Be encouraged to develop their sense and response to rhythm through a variety of musical situations and percussion instruments.
- Provide musical situations in the classroom and elsewhere so pupils can express their ideas fully.
- Pupils should be encouraged to work in different sized groups so that a sense of responsibility and belonging is developed.
- Performing situations should be created and set up regularly, so that pupils see performance as the natural and rewarding conclusion to classroom practical work.
- Learn to be a good, considerate and critical audience.
- Have the opportunity to play a tuned classroom instrument.
- Experience music from a wide variety of cultures, showing their differences and similarities, in order to promote and foster pupil's respect, understanding and tolerance for cultures different to their own.
- Have the opportunity to compose their own work and make some evaluation using musical vocabulary where appropriate.
- Set aside time for pupils to record their own work using various forms of notation as well as cassette, so that a music portfolio is created which may be used as a document on occasions such as open days and parents' evenings.
- Create a relaxing, musical environment which is conducive to the learning and enjoyment of music, knowing when to play/sing and when to be quiet.
- Learn discipline in the handling and care of musical equipment.

CORE MUSIC ACTIVITIES

We believe that all children are entitled to the following activities on a regular basis at appropriate and progressive levels. We encourage children to take part in a wide range of musical experiences, we hope that these experiences will build up their confidence and encourage greater freedom of expression in music activities

SINGING

All children should be encouraged to use their natural inclination to sing. It helps them to learn about and hear how music is structured and organised. Activities should be progressive, starting with simple rhymes and singing games and moving towards more complex melodies and words, using children's own accompaniment. Singing lies at the heart of good music teaching. Through singing lessons we focus on developing children's ability to sing in tune in small and large groups. Our playleaders have had training to encourage singing on the playground both in games and in groups. We subscribe to SingUp and teachers are encouraged to develop cross curricular links by singing songs related to Core and Foundation subjects.

ELEMENTS OF MUSIC

All children should work systematically through the elements of music, such as Beat, Rhythm, Tempo, Pitch, Timbre and Texture, then use these skills to form the basis for practical and compositional work.

COMPOSING

Like singing, composing should begin with the younger children working on simple, direct activities and progressing towards more challenging pieces of work. Children should be encouraged to record and notate their ideas, drawing from a wide variety of means such as conventional and graphic notation.

PERFORMING

Music is a performing art, so it is natural that performing is the core activity of the programmes of work designed by our school. Children should be encouraged to perform music in different situations, such as the classroom, and assemblies, developing a facility in the use and control of their instruments and the elements of music.

LISTENING

Children should listen to a variety of music from different cultures, styles and times. An emphasis should be placed on critical, but sympathetic listening, so that they develop as discerning listeners, who are tolerant of music from various cultures. We teach them to listen to different styles of music through our 'Music of the week' which is played throughout the school at the beginning and end of the day, with the genre changing each week.

Planning

At Handsworth we follow the Music Express Scheme of work from Nursery to Year 6.

Each unit of work contains 3-6 lessons and units are organised into half terms to ensure continuity and progression. Units can be freely selected to customise a year of teaching or follow the Year Plans which are structured to meet curriculum requirements.

EQUAL OPPORTUNITIES

Music should follow the established policy of Equal Opportunities at this school.

Lessons should be set up to include children at all levels of ability, especially when choosing pupils for group work, so that each pupil plays a genuinely valuable part in music making. In order that all pupils have fair access to classroom instruments, a rota system should be put into operation.

Children should experience music from a variety of cultures, highlighting their similarities and the differences, in order to foster pupils' respect and tolerance to cultures other than their own.

SPECIAL NEEDS

The use of music in the school curricular is particularly appropriate to children with special needs.

It's often repetitive and structured elements, such as clapping and rhythmic games, are a good aid to hand control, general co-ordination, listening skills, self discipline and awareness. Activities can be set up within the general framework of the lessons so that pupils' self esteem and confidence are raised when they find that success is achievable. Belonging to a team of performers enhances their feeling of belonging and heightens their sense of responsibility.

There maybe some children in our school with above average musical talent. Children showing extensive aptitude in music will be placed on our schools Gifted and Talented register. These pupils should be encouraged to join the extra curricular music groups, such as choir, recorder and be considered for a place when there is a vacancy for instrumental tuition, so they can develop beyond the demands of the National Curriculum.

KEY STAGE 2		UPPER JUNIORS - YEAR 5/6		CYCLE B	AUTUMN TERM 2000
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying knowledge and understanding</p> <p>Working on their own, in groups or as a class.</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. 	<p>To combine musical elements, musical elements of pitch duration, dynamics, tempo, timbre, texture and silence can be organised with musical structures and used to communicate different moods and effects.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practise, rehearse and present performances with an awareness of the audience.</p> <p>To listen with attention to detail and to internalise and recall sounds with increasing aural memory.</p> <p>To understand how time and place can influence the way</p>	<p>Music Workshop.</p> <p>Lights, Camera, Action.</p> <ol style="list-style-type: none"> The Plot. They don't make them like they used to. The plot. Mission impossible. A bad day on the film set. Make em laugh. The strange case of the missing boy and the tea lady. The show must go on. A friend for life. A friend for life. The big night 	<p>English: Tongue twisters Vocabulary Developing the plot of a story. Speech writing Science/Maths Finding out about optical instruments.</p> <p>Geography: USA - find places mentioned in Chatanoga Choo Choo</p> <p>History: Victorians Charlie Chaplin Silent Movies</p> <p>Dance Art & Design Design Posters for the performance</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with</p>

<p>Responding to a range of musical and non musical starting points.</p>		<p>music is created, performed and heard. To understand how music is produced and described through relevant established and invented notations.</p>			<p>awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2		UPPER JUNIORS - YEAR 5/6		CYCLE B	SPRING TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying knowledge and understanding</p> <p>Working on their own, in groups or as a class.</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. 	<p>To improvise, develop rhythmic and melodic material when performing.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To understand how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To understand how music is used in different ways (including ICT) and described through relevant established and invented notations.</p> <p>To sing songs, in unison and two parts with clear diction, construct of pitch, a sense of phrase and musical expression.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p>	<p>Infinity Diner.</p> <ol style="list-style-type: none"> Pulse and Rhythm Pitch Timbre and texture Tempo and dynamics Music focus structure – coda and chorus. 	<p>English: Menu writing Recipe directions</p> <p>Science: Circuits and switches</p> <p>Art: Colour, shape line</p> <p>D.T. Planning a diner Clothes design for 2999</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>	

<p>Responding to a range of musical and non musical starting points.</p>		<p>To understand how time and place can influence the way music is created, performed and heard.</p>			<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2	UPPER JUNIORS - YEAR 5/6		CYCLE B	SUMMER TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Knowledge, skills and understanding Performing skills Composing skills Appraising skills Listening and applying	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. Responding to a range of musical and 	<p>To understand and demonstrate how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To understand how time and place can influence the way music is created performed and heard.</p> <p>To make and use ostinato.</p> <p>To analyse and compare sounds.</p> <p>To sing songs in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmic accuracy.</p> <p>To produce, rehearse and present performances with an awareness of the audience.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To develop rhythmic and melodic material when performing.</p> <p>To listen with attention to detail and to internalise and recall</p>	Music Workshop. We'll meet again. 1. Leaving Home. 2. Dear Mum. 3. Dodging the Bombs. 4. Country Life 5. What's become of Little George. 6. Happy Birthday Tom. 7. No place like home. 8. The Final Letter	<p>Art: Design Wartime poster. Wartime collage. Make a model of the Quartermaster Store see ration cards.</p> <p>Dance: Work out simple movement sequence in 2/4 time.</p> <p>English: Letter writing in the role of an evacuee. Air raid shelter instruction for building.</p> <p>Drama: Make up play sequences for wartime structures.</p> <p>History: Discuss the effects of the actual bombing</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>

	<p>non-musical starting points.</p>	<p>sounds with increasing aural memory. To improve their own and others' work in relation to its intended effect. To examine a range of live and recorded music from different times and cultures.</p>		<p>of British towns. Relate incidents of evacuees.</p>	<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE B	SUMMER TERM 2001
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing</p> <p>Composing</p> <p>Appraising</p> <p>Working on their own in groups or class sizes.</p>	<p>Singing techniques.</p> <p>Breathing</p> <p>Posture</p> <p>High/low</p> <p>Different speeds</p> <p>Listening skills.</p> <p>Aural memory</p> <p>Physical skills</p> <p>Different speeds</p> <p>Types of sound</p> <p>Voices</p> <p>Songs</p> <p>Music</p> <p>Words</p> <p>Body Percussion</p> <p>Classroom instrumentation</p> <p>Experience a range of live and recorded music from different times and cultures.</p>	<p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p> <p>To understand how time and place can influence the way music is created, performed and heard.</p> <p>To improvise, developing rhythmic and melodic material when performing.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p>	<p>Time and Tune</p> <p>Listening and Composing.</p> <ol style="list-style-type: none"> Pitch. Rhythmic patterns. Duration. Beat and pulse. Rhythm, speed and tempo. Listening skills, timbre, improvise perform. Timbre. Patterns as communication. Music and ICT and contemporary media. Singing harmony and accompaniment. 	<p>Maths:</p> <p>Repeating patterns.</p> <p>Grids</p> <p>Grouping of 2's 3's, 4's.</p> <p>English:</p> <p>Rhythm in poetry.</p> <p>Geography:</p> <p>Look up Ireland.</p> <p>Indonesia</p> <p>Brazil</p> <p>South America</p>	<p>Level 2</p> <p>Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>Level 3</p> <p>Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts</p>

					that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 2

LOWER JUNIORS - YEAR 3/4

CYCLE B

Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing</p> <p>Composing</p> <p>Appraising</p> <p>Working on their own in groups or class sizes.</p>	<p>Singing Listening skills. Aural memory Physical skills</p> <p>Singing techniques. Breathing Posture High/low Different speeds Types of sound</p> <p>Songs Music Words Voices Body Percussion</p> <p>Classroom instrumentation</p>	<p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures e.g. ostinato and used to communicate different moods and effects.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practice and rehearse performance with an awareness of the audience.</p> <p>To listen with attention to detail and to internalise and recall sounds with increasing aural memory.</p> <p>To listen to a range of line and recorded music from different times and cultures.</p> <p>To use ICT to capture change and combine sounds.</p>	<p>A Feast of Fables.</p> <p>Time and Tune BBC</p> <p>Weeks 1-10</p> <ul style="list-style-type: none"> - 2 lessons per week. - Tape lasts 40 minutes - Allow for pause and practice times. 	<p>English: Report writing Interview Writing of main characters. Make up proverbs to match moral of the story. Write own fable. Limericks.</p> <p>Citizenship Understanding the moral of each tale. Discuss characters feelings.</p> <p>Geography Find Greece on map.</p> <p>Science Test pulse rates before and after running.</p> <p>History Aesop's birth and plot on a timeline</p> <p>Art Explore media that create different textures</p>	<p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts</p>

					that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE B	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Listening, applying knowledge and understanding.	Singing techniques.	To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.	Music Makers.	(to be added in Spring Term 2001)	<p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts</p>
Performing	Breathing Posture High/low	To play tuned and untuned instruments with control and rhythmical accuracy.	Professor Allegro.		
Composing	Different speeds Types of sound	To practice, rehearse and present performances with an awareness of the audience.			
Appraising	Songs Music Words Voices Body Percussion	To understand how time and place can influence the way music is created, performed and heard.			
Working on their own in groups or class sizes.	Listening skills. Aural memory Physical skills	To practice, rehearse and present performances with an awareness of the audience.			
	Classroom instrumentation	To analyse and compare sounds.			
	Experience a range of live and recorded music from different times and cultures	To explore, choose, combine and organise musical ideas within musical structures.			
		To improve their own and others' work in relation to its intended effect.			

					that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 1

RECEPTION, YEAR 1, YEAR 2

CYCLE A

Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Responding to a range of musical and non-musical starting points.</p> <p>Working individually in groups or in a class.</p>	<p>To use voices expressively by singing songs and speaking chants and rhymes.</p> <p>To play untuned instruments.</p> <p>To create musical patterns.</p> <p>To explore, choose and organise sounds and musical ideas.</p> <p>To explore long sounds, gentle short sounds.</p> <p>To listen with concentration and to internalise and recall sounds with increasing aural memory.</p> <p>To understand how sounds can be made in different ways.</p> <p>To understand how music is used for particular purposes.</p>	<p>The Song Tree.</p> <p>Florrie, the Flying Carpet.</p> <ol style="list-style-type: none"> 1. Listening. 2. Tuned and untuned percussion. 3. Instrumentation. 4. Accompaniment. 5. Singing and revision of previous taught elements. 6. Pitch. 7. High/low. 8. Timbre 9. Long and short sounds. 10. Performance 	<p>Maths Counting Measuring Symmetry Shapes.</p> <p>Science and DT Air, wind, weather Sound. Growing Plants Materials Habitats, minibeasts</p> <p>History Houses and Homes</p> <p>Geography Directional, north, south, east, west Hills, mountains, rocks.</p> <p>English Myths, stories Looking after pets.</p> <p>Art and Design Blow painting Silhouettes Printing patterns Making</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p>

			instruments	
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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE A		
Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Responding to a range of musical and non-musical starting points by working individually in groups or in a class.</p>	<p>Performing Skills: to use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Listening, applying knowledge and understanding:-</p> <p>To combine musical elements of tempo, timbre, pitch, duration, dynamics, texture and silence.</p> <p>To create musical patterns.</p> <p>To examine how sounds can be made in different ways.</p> <p>To rehearse and perform with others.</p> <p>To understand and recognise a steady beat.</p> <p>To rehearse and perform with others.</p> <p>To examine a range of line and recorded music from different times and cultures.</p> <p>To understand how music is used for different purposes.</p> <p>To understand how sounds can be made in different ways.</p> <p>To explore and express ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>Week 1 Geppetto the wood carver. Singing: Gepetto's workshop Listening: The Clock Symphony Haydn. Performing: Big Clock Little Clock Singing: My Names Pinocchio.</p> <p>Week 2 Listening: Charles Dance by Charles Chaplin Performing: Steady beats. Starting and stopping. Singing: I'm bored My names Pinocchio.</p> <p>Week 3 Listening: Horseless Carriage by Paul French. Performing: Untuned tapping instruments Singing:</p> <p>Week 4 Performing: conducting with pause points. Listening: Coppelia by Delites</p> <p>Week 5 Performing: planing untuned percussion – singing Composing: building a simple rhythm sequence Listening: Peter and the Wolf – Prokofiev</p> <p>Week 6 Performing: percussion groups Listening: Frugals cane</p>	<p>English – story writing.</p> <ul style="list-style-type: none"> - scribe class ideas - talk about feelings - sequencing <p>Dance List of characters in Programme 3 to improvise short movement sequences.</p> <p>Geography Locate Italy</p> <p>Art Pictures of moving objects. Puppets</p> <p>ICT Use of tape recorders</p> <p>Science Sc 4, 5c, 3d</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p>

		Mendelsohn. Week 7 Performing: percussion groups Listening: Carnival of the Animals Saint Saens – singing Week 8 Performing to an audience, percussion and singing		
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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE A	SUMMER TERM 2001		
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening skills</p> <p>Applying knowledge and understanding.</p>	<p>Responding to a range of musical and non musical starting points.</p> <p>Working on their own in groups of different sizes, and as a class.</p> <p>Will be exposed to a range of live and recorded music from different times and cultures.</p>	<p>To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments.</p> <p>To rehearse and perform with others.</p> <p>To create musical patterns.</p> <p>To explore, choose and organise sounds and musical ideas.</p> <p>To explore and express their ideas and feelings about music.</p> <p>To make improvements to their own work.</p> <p>To listen with concentration and to internalise and recall sounds with increasing aural memory.</p> <p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To understand how sounds can be made in different ways.</p> <p>To understand how music is used for particular purposes.</p> <p>To experience a range of live and recorded music from different times and cultures.</p>	<p>The Song Catcher</p>	<p>English 1/1a 8b 4a</p> <p>ICT Use software designed to enable exploration of sounds.</p> <p>PE 6a, 6c</p> <p>Science 4/3c, 3d</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given</p>

					starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.
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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 2		UPPER JUNIORS - YEAR 5/6		CYCLE A		AUTUMN TERM 2000	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment		
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying knowledge and understanding</p> <p>Working on their own, in groups or as a class.</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. 	<p>To combine musical elements, musical elements of pitch duration, dynamics, tempo, timbre, texture and silence can be organised with musical structures and used to communicate different moods and effects.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practise, rehearse and present performances with an awareness of the audience.</p> <p>To listen with attention to detail and to internalise and recall sounds with increasing aural memory.</p> <p>To understand how time and place can influence the way music is created, performed</p>	<p>Music Workshop.</p> <p>Lights, Camera, Action.</p> <p>11. The Plot.</p> <p>12. They don't make them like they used to.</p> <p>13. The plot. Mission impossible.</p> <p>14. A bad day on the film set.</p> <p>15. Make em laugh.</p> <p>16. The strange case of the missing boy and the tea lady.</p> <p>17. The show must go on.</p> <p>18. A friend for life.</p> <p>19. A friend for life.</p> <p>20. The big night</p>	<p>English: Tongue twisters Vocabulary Developing the plot of a story. Speech writing Science/Maths Finding out about optical instruments.</p> <p>Geography: USA - find places mentioned in Chatanoga Choo Choo</p> <p>History: Victorians Charlie Chaplin Silent Movies</p> <p>Dance Art & Design Design Posters for the performance</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>		

<p>Responding to a range of musical and non musical starting points.</p>		<p>and heard. To understand how music is produced and described through relevant established and invented notations.</p>			<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2

UPPER JUNIORS - YEAR 5/6

CYCLE B

SPRING TERM 2001

Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying knowledge and understanding</p> <p>Working on their own, in groups or as a class.</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. 	<p>To improvise, develop rhythmic and melodic material when performing.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To understand how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To understand how music is used in different ways (including ICT) and described through relevant established and invented notations.</p> <p>To sing songs, in unison and two parts with clear diction, construct of pitch, a sense of phrase and musical expression.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p>	<p>Infinity Diner.</p> <p>6. Pulse and Rhythm</p> <p>7. Pitch</p> <p>8. Timbre and texture</p> <p>9. Tempo and dynamics</p> <p>10. Music focus structure – coda and chorus.</p>	<p>English: Menu writing Recipe directions</p> <p>Science: Circuits and switches</p> <p>Art: Colour, shape line</p> <p>D.T. Planning a diner Clothes design for 2999</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>

<p>Responding to a range of musical and non musical starting points.</p>		<p>To understand how time and place can influence the way music is created, performed and heard.</p>			<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2		UPPER JUNIORS - YEAR 5/6		CYCLE B	SUMMER TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
Knowledge, skills and understanding Performing skills Composing skills Appraising skills Listening and applying	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. Responding to a range of musical and 	<p>To understand and demonstrate how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To understand how time and place can influence the way music is created performed and heard.</p> <p>To make and use ostinato.</p> <p>To analyse and compare sounds.</p> <p>To sing songs in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmic accuracy.</p> <p>To produce, rehearse and present performances with an awareness of the audience.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To develop rhythmic and melodic material when performing.</p> <p>To listen with attention to detail and to internalise and recall</p>	Music Workshop. We'll meet again. 9. Leaving Home. 10. Dear Mum. 11. Dodging the Bombs. 12. Country Life 13. What's become of Little George. 14. Happy Birthday Tom. 15. No place like home. 16. The Final Letter	<p>Art: Design Wartime poster. Wartime collage. Make a model of the Quartermaster Store see ration cards.</p> <p>Dance: Work out simple movement sequence in 2/4 time.</p> <p>English: Letter writing in the role of an evacuee. Air raid shelter instruction for building.</p> <p>Drama: Make up play sequences for wartime structures.</p> <p>History: Discuss the effects of the actual bombing</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>	

	<p>non-musical starting points.</p>	<p>sounds with increasing aural memory. To improve their own and others' work in relation to its intended effect. To examine a range of live and recorded music from different times and cultures.</p>		<p>of British towns. Relate incidents of evacuees.</p>	<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE B	SUMMER TERM 2001
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing</p> <p>Composing</p> <p>Appraising</p> <p>Working on their own in groups or class sizes.</p>	<p>Singing techniques.</p> <p>Breathing</p> <p>Posture</p> <p>High/low</p> <p>Different speeds</p> <p>Listening skills.</p> <p>Aural memory</p> <p>Physical skills</p> <p>Different speeds</p> <p>Types of sound</p> <p>Voices</p> <p>Songs</p> <p>Music</p> <p>Words</p> <p>Body Percussion</p> <p>Classroom instrumentation</p> <p>Experience a range of live and recorded music from different times and cultures.</p>	<p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p> <p>To understand how time and place can influence the way music is created, performed and heard.</p> <p>To improvise, developing rhythmic and melodic material when performing.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p>	<p>Time and Tune</p> <p>Listening and Composing.</p> <p>10. Pitch.</p> <p>11. Rhythmic patterns.</p> <p>Duration.</p> <p>12. Beat and pulse.</p> <p>13. Rhythm, speed and tempo.</p> <p>14. Listening skills, timbre, improvise perform.</p> <p>15. Timbre.</p> <p>16. Patterns as communication.</p> <p>17. Music and ICT and contemporary media.</p> <p>18. Singing harmony and accompaniment.</p>	<p>Maths:</p> <p>Repeating patterns.</p> <p>Grids</p> <p>Grouping of 2's</p> <p>3's, 4's.</p> <p>English:</p> <p>Rhythm in poetry.</p> <p>Geography:</p> <p>Look up Ireland.</p> <p>Indonesia</p> <p>Brazil</p> <p>South America</p>	<p>Level 2</p> <p>Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>Level 3</p> <p>Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts</p>

					that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 2

LOWER JUNIORS - YEAR 3/4

CYCLE B

Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing</p> <p>Composing</p> <p>Appraising</p> <p>Working on their own in groups or class sizes.</p>	<p>Singing Listening skills. Aural memory Physical skills</p> <p>Singing techniques. Breathing Posture High/low Different speeds Types of sound</p> <p>Songs Music Words Voices Body Percussion</p> <p>Classroom instrumentation</p>	<p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures e.g. ostinato and used to communicate different moods and effects.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practice and rehearse performance with an awareness of the audience.</p> <p>To listen with attention to detail and to internalise and recall sounds with increasing aural memory.</p> <p>To listen to a range of line and recorded music from different times and cultures.</p> <p>To use ICT to capture change and combine sounds.</p>	<p>A Feast of Fables.</p> <p>Time and Tune BBC</p> <p>Weeks 1-10</p> <ul style="list-style-type: none"> - 2 lessons per week. - Tape lasts 40 minutes - Allow for pause and practice times. 	<p>English: Report writing Interview Writing of main characters. Make up proverbs to match moral of the story. Write own fable. Limericks.</p> <p>Citizenship Understanding the moral of each tale. Discuss characters feelings.</p> <p>Geography Find Greece on map.</p> <p>Science Test pulse rates before and after running.</p> <p>History Aesop's birth and plot on a timeline</p> <p>Art Explore media that create different textures</p>	<p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts</p>

					that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE B	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing</p> <p>Composing</p> <p>Appraising</p> <p>Working on their own in groups or class sizes.</p>	<p>Singing techniques.</p> <p>Breathing</p> <p>Posture</p> <p>High/low</p> <p>Different speeds</p> <p>Types of sound</p> <p>Songs</p> <p>Music</p> <p>Words</p> <p>Voices</p> <p>Body Percussion</p> <p>Listening skills.</p> <p>Aural memory</p> <p>Physical skills</p> <p>Classroom instrumentation</p> <p>Experience a range of live and recorded music from different times and cultures</p>	<p>To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmical accuracy.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p> <p>To understand how time and place can influence the way music is created, performed and heard.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p> <p>To analyse and compare sounds.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To improve their own and others' work in relation to its intended effect.</p>	<p>Music Makers.</p> <p>Professor Allegro.</p>	<p>(to be added in Spring Term 2001)</p>	<p>Level 2</p> <p>Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>Level 3</p> <p>Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts</p>

					that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 1

RECEPTION, YEAR 1, YEAR 2

CYCLE A

Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Responding to a range of musical and non-musical starting points.</p> <p>Working individually in groups or in a class.</p>	<p>To use voices expressively by singing songs and speaking chants and rhymes.</p> <p>To play untuned instruments.</p> <p>To create musical patterns.</p> <p>To explore, choose and organise sounds and musical ideas.</p> <p>To explore long sounds, gentle short sounds.</p> <p>To listen with concentration and to internalise and recall sounds with increasing aural memory.</p> <p>To understand how sounds can be made in different ways.</p> <p>To understand how music is used for particular purposes.</p>	<p>The Song Tree.</p> <p>Florrie, the Flying Carpet.</p> <p>11. Listening.</p> <p>12. Tuned and untuned percussion.</p> <p>13. Instrumentation.</p> <p>14. Accompaniment.</p> <p>15. Singing and revision of previous taught elements.</p> <p>16. Pitch.</p> <p>17. High/low.</p> <p>18. Timbre</p> <p>19. Long and short sounds.</p> <p>20. Performance</p>	<p>Maths Counting Measuring Symmetry Shapes.</p> <p>Science and DT Air, wind, weather Sound. Growing Plants Materials Habitats, minibeasts</p> <p>History Houses and Homes</p> <p>Geography Directional, north, south, east, west Hills, mountains, rocks.</p> <p>English Myths, stories Looking after pets.</p> <p>Art and Design Blow painting Silhouettes Printing patterns Making</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p>

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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE A		
Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Listening, applying knowledge and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Responding to a range of musical and non-musical starting points by working individually in groups or in a class.</p>	<p>Performing Skills: to use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Listening, applying knowledge and understanding:- To combine musical elements of tempo, timbre, pitch, duration, dynamics, texture and silence. To create musical patterns. To examine how sounds can be made in different ways. To rehearse and perform with others. To understand and recognise a steady beat. To rehearse and perform with others. To examine a range of line and recorded music from different times and cultures. To understand how music is used for different purposes. To understand how sounds can be made in different ways. To explore and express ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>Week 1 Geppetto the wood carver. Singing: Gepetto's workshop Listening: The Clock Symphony Haydn. Performing: Big Clock Little Clock Singing: My Names Pinocchio.</p> <p>Week 2 Listening: Charles Dance by Charles Chaplin Performing: Steady beats. Starting and stopping. Singing: I'm bored My names Pinocchio.</p> <p>Week 3 Listening: Horseless Carriage by Paul French. Performing: Untuned tapping instruments Singing:</p> <p>Week 4 Performing: conducting with pause points. Listening: Coppelia by Delites</p> <p>Week 5 Performing: planing untuned percussion – singing Composing: building a simple rhythm sequence Listening: Peter and the Wolf – Prokofiev</p> <p>Week 6 Performing: percussion groups Listening: Frugals cane</p>	<p>English – story writing. - scribe class ideas - talk about feelings - sequencing</p> <p>Dance List of characters in Programme 3 to improvise short movement sequences.</p> <p>Geography Locate Italy</p> <p>Art Pictures of moving objects. Puppets</p> <p>ICT Use of tape recorders</p> <p>Science Sc 4, 5c, 3d</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p>

		Mendelsohn. Week 7 Performing: percussion groups Listening: Carnival of the Animals Saint Saens – singing Week 8 Performing to an audience, percussion and singing		
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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2		CYCLE A	SUMMER TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening skills</p> <p>Applying knowledge and understanding.</p>	<p>Responding to a range of musical and non musical starting points.</p> <p>Working on their own in groups of different sizes, and as a class.</p> <p>Will be exposed to a range of line and recorded music from different times and cultures.</p>	<p>To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments.</p> <p>To rehearse and perform with others.</p> <p>To create musical patterns.</p> <p>To explore, choose and organise sounds and musical ideas.</p> <p>To explore and express their ideas and feelings about music.</p> <p>To make improvements to their own work.</p> <p>To listen with concentration and to internalise and recall sounds with increasing aural memory.</p> <p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To understand how sounds can be made in different ways.</p> <p>To understand how music is used for particular purposes.</p> <p>To experience a range of line and recorded music from different times and cultures.</p>	The Song Catcher	<p>English 1/1a 8b 4a</p> <p>ICT Use software designed to enable exploration of sounds.</p> <p>PE 6a, 6c</p> <p>Science 4/3c, 3d</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given</p>

					starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.
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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 2		UPPER JUNIORS - YEAR 5/6		CYCLE A		WINTER TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment		
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying knowledge and understanding.</p> <p>Working on their own, in groups or as a class.</p> <p>Responding to a range of musical and non-musical starting points.</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. 	<p>To sing songs in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To produce, rehearse and present performances with an awareness of the audience.</p> <p>To understand how time and place can influence the way music is created performed and heard.</p> <p>To play tuned and untuned instruments with control and rhythmic accuracy</p> <p>To understand and demonstrate how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p>	<p>Music Workshop.</p> <p>Jiving Jukeboxes</p> <ol style="list-style-type: none"> Rock-a-beatin Doogie Limbo Rock Beep! Beep! Moon River Summer holiday Tuxedo Junction Revision and performance Revision and performance 	<p>English: Poetry writing. Speaking and listening. Vocabulary. Rhyming games/patterns and poetry.</p> <p>History: 20 changes of entertainment. Research pop and music stars.</p> <p>Dance: Hand jive.</p> <p>Art: 1950's/1960's pictures. Anthropomorphism.</p> <p>Geography Origins of various musical styles</p>	<p>Level 3</p> <p>Level 4</p>		

Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE A	WINTER TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
Listening, applying knowledge and understanding.	Singing techniques.	To improvise, developing rhythmic and melodic material when performing.	Time and Tune BBC Space Station 4/4	English: Story writing. Picture stories. Vocabulary Instruction writing. Play writing.	Level 3	
Performing	Breathing Posture High/low Different speeds Types of sounds	To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures e.g. ostinato and used to communicate different moods and effects.	1. Steady beat. 2. Long and short. 3. Grouping in 2s and 3s 4. Grouping in 4s. 5. Patterns (Ostinato)	History: Space – 20m Britain/world.		
Composing	Listening skills. Aural memory Physical skills	To explore, choose, combine and organise musical ideas within musical structures.	It's Not Christmas without Carols.	Maths: Number Patterns Multiples	Level 4	
Appraising	Voices Songs Music Words	To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.	1. High/Low Treble/Bass. 2. Moving bit steps (scales) 3. Intervals. 4. Chords 5. Tune shapes	Science: Space		
Working on their own in groups or class sizes.	Body Percussion Classroom instrumentation	To play tuned and untuned instruments with control and rhythmical accuracy.		Art: Posters Advertisements Lunar landscapes		

Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE A		SPRING TERM 2002	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment		
Listening, applying knowledge and understanding.	Songs Voices Music Words	To practice, rehearse and present performances with an awareness of the audience.	Time and Tune BBC Sea Thunder	English: Poetry writing. Origins of names/words. Speaking/listening.	Level 3		
Performing	Body Percussion	To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.	1. Higher/Lower 2. Tune shapes. 3. Up/down. 4. Louder/quieter . .	Myths and Legends. Vocabulary. Story writing.			
Composing	Singing techniques.	To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures and used to communicate different moods and effects.	5. Longer/shorter . .	Science: Water Sounds Finding out about instruments and sounds. Sound waves.	Level 4		
Appraising	Breathing Posture High/low Different speeds Types of sound	To explore, choose, combine and organise musical ideas within musical structures.	6. Question and answer. 7. Getting louder/getting quieter. 8. Harmony. 9. Revision and performance	History: Vikings.			
Working on their own in groups or class sizes.	Classroom instrumentation	To play tuned and untuned instruments with control and rhythmical accuracy.	10. Revision and performance	Dance			
	Listening skills. Aural memory Physical skills	To develop rhythmic and melodic material when performing.		Art: Ice/snow/glaciers . .			
	Singing Listening skills Aural Memory Physical skills			Geography: Look up Scandinavia Norway etc.			

KEY STAGE 1

RECEPTION, YEAR 1, YEAR 2

CYCLE A

SPRING TERM 2002

Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Focus : dynamics structure</p> <p>Performing skills</p> <p>Working individually in groups or in a class.</p> <p>Responding to a range of musical and non-musical starting points.</p> <p>Appraising skills.</p> <p>Composting skills.</p>	<p>Follow and produce a rhythmic pattern.</p> <p>Listen for a melody.</p> <p>Carefully listening to a musical stimulus.</p> <p>Listen to sounds, respond to stimulus.</p> <p>Copy and perform a rhythm.</p> <p>Be able to recognise loud and quiet.</p> <p>Be able to recognise loud and quiet.</p> <p>Work together to make a sound that gets louder.</p> <p>Create a quiet sound, work as a group to make music.</p> <p>Listening and imagining.</p> <p>Perform and appraise performance of songs and compositions.</p>	<p>Starcatcher.</p> <ol style="list-style-type: none"> 1. Catch a falling star. Focus: tunes 2. The city of stars. Focus: tunes 3. Twinkle twinkle little star. Focus: chorus 4. Pictures in the sky. Focus: patterns. 5. The hunter and his dog. Focus: Very loud and very quiet. 6. Shooting stars. Focus: Very quiet and very loud. 7. A star is born. Focus: Getting louder. 8. Giants and dwarves. Focus: Getting quieter. 9. Moonshine. Focus: Getting louder and quieter. 10. Starcatcher. 	<p>Maths Time and clocks.</p> <p>Science Stars and planets Movement of the sun. Light. Nocturnal animals.</p> <p>English Story writing. Collect "moon" words. Poetry – verses for songs.</p> <p>PE/dance and movement Movement and dance to go with planets and stars.</p> <p>Art and Design Paint a sunrise/sunset or night sky. Make a "moonscape".</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p>

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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE B		SPRING TERM 2002
Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Focus : pitch</p> <p>Responding to a range of musical and non-musical starting points</p> <p>Performing skills</p> <p>Working individually in groups or in a class.</p> <p>Composting skills.</p> <p>Appraising skills.</p>	<p>Distinguish high and low</p> <p>Copy high and low sounds. Match actions with words.</p> <p>Recognise a change in pitch (going higher)</p> <p>Recognise a change in pitch (going lower).</p> <p>Know sliding is a gradual change in pitch and the effect this has on music.</p> <p>Use voice and instruments to create effects. Compose a short piece of music.</p> <p>Compose and listen to a tune using changed pitch.</p> <p>Perform songs using a "bounce" in the voice.</p> <p>Appraise compositions using "bouncy" phrases. (Each lesson contains performance of song(s) and practice to improve performance).</p> <p>Improve performance and sing/accompany songs.</p>	<p><u>Octavia and friends</u></p> <ol style="list-style-type: none"> 1. Octavia and friends. 2. Incy Wincy. 3. Millie has a shock. 4. Stranger in the garden. 5. Octavia and the flood. 6. Flip flop. 7. The rainbow. 8. Octavia's workout. 9. Spring cleaning. 10. The boot sale. 	<p>Maths Counting Vocabulary of position. Higher/lower. Measurement.</p> <p>Science Minibeasts. Life cycles. Classification.</p> <p>English Prefix "sub" Poetry work Rhymes</p> <p>Geography Cold/hot countries.</p> <p>PE/dance Movements to music.</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p>

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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2		CYCLE B	AUTUMN TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding.</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening skills</p> <p>Applying knowledge and understanding.</p>	<p>Responding to a range of musical and non musical starting points.</p> <p>Working on their own in groups of different sizes, and as a class.</p> <p>Will be exposed to a range of line and recorded music from different times and cultures.</p>	<p>To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments.</p> <p>To rehearse and perform with others.</p> <p>To create musical patterns.</p> <p>To explore, choose and organise sounds and musical ideas.</p> <p>To explore and express their ideas and feelings about music.</p> <p>To make improvements to their own work.</p> <p>To listen with concentration and to internalise and recall sounds with increasing aural memory.</p> <p>To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To understand how sounds can be made in different ways.</p> <p>To understand how music is used for particular purposes.</p> <p>To experience a range of line and recorded music from different times and cultures.</p>	The Song Catcher	<p>English 1/1a 8b 4a</p> <p>ICT Use software designed to enable exploration of sounds.</p> <p>PE 6a, 6c</p> <p>Science 4/3c, 3d</p>	<p>Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>Level 2 Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given</p>

					starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.
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Differentiation and Planning notes – Reception: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a; Listening and applying knowledge and understanding 4 a.

Year 1: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3a; Listening and applying knowledge and understanding 4 b,d.

Year 2: Learning Outcomes – Performing skills 1 a,b,c; Composing skills 2 a,b; Appraising skills 3 a,b; Listening and applying knowledge and understanding 4 a,b,c,d.

There will be 2 lessons each week, one to have the on-going story and a follow up lesson to practice the performing, composing and singing skills.

KEY STAGE 2

UPPER JUNIORS - YEAR 5/6

CYCLE A

SPRING TERM 2002

Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying knowledge and understanding</p> <p>Working on their own, in groups or as a class.</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. 	<p>To improvise, develop rhythmic and melodic material when performing.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To understand how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To understand how music is used in different ways (including ICT) and described through relevant established and invented notations.</p> <p>To sing songs, in unison and two parts with clear diction, construct of pitch, a sense of phrase and musical expression.</p> <p>To practice, rehearse and present performances with an awareness of the audience.</p>	<p>Infinity Diner.</p> <p>11. Pulse and Rhythm</p> <p>12. Pitch</p> <p>13. Timbre and texture</p> <p>14. Tempo and dynamics</p> <p>15. Music focus structure – coda and chorus.</p>	<p>English: Menu writing Recipe directions</p> <p>Science: Circuits and switches</p> <p>Art: Colour, shape line</p> <p>D.T. Planning a diner Clothes design for 2999</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>

<p>Responding to a range of musical and non musical starting points.</p>		<p>To understand how time and place can influence the way music is created, performed and heard.</p>			<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2	UPPER JUNIORS - YEAR 5/6		CYCLE A	AUTUMN TERM 2002	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
<p>Knowledge, skills and understanding</p> <p>Performing skills</p> <p>Composing skills</p> <p>Appraising skills</p> <p>Listening and applying</p>	<ul style="list-style-type: none"> Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural memory Physical skills Musical elements, e.g. pitch, duration dynamics, tempo, timbre, texture. Structure of music, e.g. phrase, sections, verse, chorus, round. Context, e.g. venue, occasion, time and place, intended effect. Responding to a range of musical and 	<p>To understand and demonstrate how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To understand how time and place can influence the way music is created performed and heard.</p> <p>To make and use ostinato.</p> <p>To analyse and compare sounds.</p> <p>To sing songs in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>To play tuned and untuned instruments with control and rhythmic accuracy.</p> <p>To produce, rehearse and present performances with an awareness of the audience.</p> <p>To explore, choose, combine and organise musical ideas within musical structures.</p> <p>To develop rhythmic and melodic material when performing.</p> <p>To listen with attention to detail and to internalise and recall</p>	<p>Music Workshop. We'll meet again. 17. Leaving Home. 18. Dear Mum. 19. Dodging the Bombs. 20. Country Life 21. What's become of Little George. 22. Happy Birthday Tom. 23. No place like home. 24. The Final Letter</p>	<p>Art: Design Wartime poster. Wartime collage. Make a model of the Quartermaster Store see ration cards.</p> <p>Dance: Work out simple movement sequence in 2/4 time.</p> <p>English: Letter writing in the role of an evacuee. Air raid shelter instruction for building.</p> <p>Drama: Make up play sequences for wartime structures.</p> <p>History: Discuss the effects of the actual bombing</p>	<p>Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the</p>

	<p>non-musical starting points.</p>	<p>sounds with increasing aural memory. To improve their own and others' work in relation to its intended effect. To examine a range of live and recorded music from different times and cultures.</p>		<p>of British towns. Relate incidents of evacuees.</p>	<p>different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
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Planning Details – Each lesson from the BBC material will be followed up with another class lesson to practice the previous skills and/or to prepare for the succeeding lessons in preparing pieces or songs for participation.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE A	AUTUMN TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
Listening, applying knowledge and understanding.	Singing techniques.	To improvise, developing rhythmic and melodic material when performing.	Time and Tune BBC Space Station 4/4	English: Story writing. Picture stories. Vocabulary Instruction writing. Play writing.	Level 3	
Performing	Breathing Posture High/low Different speeds Types of sounds	To understand the combined musical elements of pitch, duration dynamics, tempo, timbre, texture, and silence can be organised within musical structures e.g. ostinato and used to communicate different moods and effects.	6. Steady beat. 7. Long and short. 8. Grouping in 2s and 3s 9. Grouping in 4s. 10. Patterns (Ostinato)	History: Space – 20m Britain/world.		
Composing	Listening skills. Aural memory Physical skills	To explore, choose, combine and organise musical ideas within musical structures.	It's Not Christmas without Carols.	Maths: Number Patterns Multiples	Level 4	
Appraising	Voices Songs Music Words	To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.	6. High/Low Treble/Bass. 7. Moving bit steps (scales) 8. Intervals. 9. Chords 10. Tune shapes	Science: Space Art: Posters Advertisements Lunar landscapes		
Working on their own in groups or class sizes.	Body Percussion Classroom instrumentation	To play tuned and untuned instruments with control and rhythmical accuracy.				

Planning Details – There will be 1 music session per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.

KEY STAGE 2		LOWER JUNIORS - YEAR 3/4		CYCLE A	SPRING TERM 2002	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
Listening, applying knowledge and understanding.	Experience a range of live and recorded music from different times and cultures	To understand how time and place can influence the way music is created, performed and heard.	Time and Tune BBC	To be added	Level	
Performing		To play tuned and untuned instruments with control and rhythmical accuracy	Omugugwa			
Composing	Listening skills. Aural memory					
Appraising	Physical skills	To analyse and compare sounds.				
Working on their own in groups or class sizes.	Classroom instrumentation	To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression.			Level	
	Body Percussion					
	Singing techniques. Breathing Posture High/low Different speeds Types of sound	To improvise, developing rhythmic and melodic material when performing.				
	Songs Music Words Voices	To understand the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures e.g. ostinato and used to communicate different moods and effects.				
		To practice, rehearse and present performances with an awareness of the audience.				

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Planning Details – There will be 2 music sessions per week. One to be involved with the on going story and the musical elements included in the radio programme and the second session to practice and revise the learning outcomes of performing, composing, appraising and singing.