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.

CONTENTS

INTRODUCTION

RATIONALE

PHILOSOPHY

AIMS AND OBJECTIVES

CORE MUSIC ACTIVITIES

EQUAL OPPORTUNITIES

SPECIAL NEEDS

PLANNING

ASSESSMENT

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 simply 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 un 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 JUN	IORS - YEAR 5/6	CYCLE B	A	AUTUMN TERM 2000
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Knowledge, skills and understanding Performing skills	 Developing singing skills, e.g. breathing posture, articulation sound projection Listening skills. Aural 	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.	Music Workshop. Lights, Camera, Action. 1. The Plot. 2. They don't make them like they used	English: Tongue twisters Vocabulary Developing the plot of a story. Speech writing Science/Maths Finding out about	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
Composing skills Appraising skills	memoryPhysical skillsMusical elements, e.g.	To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.	to. 3. The plot. Mission impossible. 4. A bad day on the film set.	optical instruments. Geography: USA - find places	of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the
Listening and applying knowledge and understanding	pitch, duration dynamics, tempo, timbre, texture. • Structure of music, e.g.	To play tuned and untuned instruments with control and rhythmical accuracy.	5. Make em laugh.6. The strange case of the missing boy and the tea lady.	mentioned in Chatanoga Choo Choo History: Victorians Charlie Chaplin	different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
Working on their own, in groups or as a class.	phrase, sections, verse, chorus, round. • Context, e.g. venue, occasion, time and place, intended effect.	To practise, rehearse and present performances with an awareness of the audience. To listen with attention to detail and to internalise and recall sounds with increasing aural memory. To understand how time and	7. The show must go on.8. A friend for life.9. A friend for life.10. The big night	Silent Movies Dance Art & Design Design Posters for the performance	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

	music is created, performed	awareness of how the
Responding to a	and heard.	different parts fit
range of musical	To understand how music is	together and the need
and non musical	produced and described	to achieve an overall
starting points.	through relevant established	effect. They improvise
	and invented notations.	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.
Discours Database		

KEY STAGE 2	UPPER JUN	IORS - YEAR 5/6	CYCLE B	9	SPRING 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 knowledge and understanding Working on their own, in groups or as a class.	 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. 	To improvise, develop rhythmic and melodic material when performing. To explore, choose, combine and organise musical ideas within musical structures. To sing songs, in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression. 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. To understand how music is used in different ways (including ICT) and described through relevant established and invented notations. To sing songs, in unison and two parts with clear diction, construct of pitch, a sense of	Infinity Diner. 1. Pulse and Rhythm 2. Pitch 3. Timbre and texture 4. Tempo and dynamics 5. Music focus structure – coda and chorus.		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. Level 4 Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear
	•	·			

Responding to a range of musical and non musical starting points.	To understand how time and place can influence the way music is created, performed and heard.	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.

KEY STAGE 2	UPPER JUN	IORS - YEAR 5/6	CYCLE B	9	SUMMER TERM 2001
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Knowledge, skills	 Developing 	To understand and demonstrate	Music Workshop.	Art:	Level 3
and	singing skills, e.g.	how the combined musical	We'll meet again.	Design Wartime	Pupils recognise and
understanding	breathing	elements of pitch, duration,	1. Leaving	poster.	explore the ways sounds
	posture,	dynamics, tempo, timbre,	Home.	Wartime collage.	can be combined and
	articulation	texture and silence can be	2. Dear Mum.	Make a model of	used expressively. They
	sound projection	organised within musical	3. Dodging the	the	sing in tune with
		structures and used to	Bombs.	Quartermaster	expression and perform
Performing skills	 Listening skills. 	communicate different moods	4. Country Life	Store see ration	rhythmically simple parts
	 Aural 	and effects.	5. What's	cards.	that use a limited range
Composing skills	memory	To understand how time and	become of		of notes. They improvise
	 Physical skills 	place can influence the way	Little George.	Dance:	repeated patterns and
Appraising skills		music is created performed and	6. Нарру	Work out simple	combine several layers
		heard.	Birthday Tom.	movement	of sound with awareness
	 Musical 	To make and use ostinato.	7. No place like	sequence in 2/4	of the combined effect.
	elements, e.g.	To analyse and compare	home.	time.	They recognise how the
Listening and	pitch, duration	sounds.	8. The Final Letter		different musical
applying	dynamics,	To sing songs in unison and two		English:	elements are combined
	tempo, timbre,	parts with clear diction, control		Letter writing in	and used expressively
	texture.	of pitch, a sense of phrase and		the role of an	and make
		musical expression.		evacuee.	improvements to their
	 Structure of 	To play tuned and untuned		Air raid shelter	own work, commenting
	music, e.g.	instruments with control and		instruction for	on the intended effect.
	phrase, sections,	rhythmic accuracy.		building.	
	verse, chorus,	To produce, rehearse and			Level 4
	round.	present performances with an		Drama:	Pupils identify and
		awareness of the audience.		Make up play	explore the relationship
	 Context, e.g. 	To explore, choose, combine		sequences for	between sounds and
	venue, occasion,	and organise musical ideas		wartime	how music reflects
	time and place,	within musical structures.		structures.	different intentions.
	intended effect.	To develop rhythmic and			While performing by ear
		melodic material when		History:	and from simple
	 Responding 	performing.		Discuss the	notations they maintain
	to a range of	To listen with attention to detail		effects of the	their own part with
	musical and	and to internalise and recall		actual bombing	awareness of how the

KEY STAGE 2	LOWER JUI	NIORS - YEAR 3/4	CYCLE B	:	SUMMER TERM 2001
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Listening, applying knowledge and understanding. Performing Composing Appraising Working on their own in groups or class sizes.	Singing techniques. Breathing Posture High/low Different speeds Listening skills. Aural memory Physical skills Different speeds Types of sound Voices Songs Music Words Body Percussion Classroom instrumentation Experience a range of live and recorded music from different times and cultures.	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. To sing songs, in unison and two parts with clear diction, control of pitch a sense of phrase and musical expression. To play tuned and untuned instruments with control and rhythmical accuracy. To practice, rehearse and present performances with an awareness of the audience. To understand how time and place can influence the way music is created, performed and heard. To improvise, developing rhythmic and melodic material when performing. To explore, choose, combine and organise musical ideas within musical structures.	Time and Tune Listening and Composing. 1. Pitch. 2. Rhythmic patterns. Duration. 3. Beat and pulse. 4. Rhythm, speed and tempo. 5. Listening skills, timbre, improvise perform. 6. Timbre. 7. Patterns as communicatio n. 8. Music and ICT and contemporary media. 9. Singing harmony and accompanim ent.	Maths: Repeating patterns. Grids Grouping of 2's 3's, 4's. English: Rhythm in poetry. Geography: Look up Ireland. Indonesia Brazil South America	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. Level 3 Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform

elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.	and used expressive and make improvements to the own work, comme
---	--

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	Assessment
				Links	
Listening,	Singing	To understand the combined	A Feast of Fables.	English:	Level 2
applying	Listening skills.	musical elements of pitch,		Report writing	Pupils recognise and
knowledge and	Aural memory	duration dynamics, tempo,	Time and Tune	Interview	explore how sounds can
understanding.	Physical skills	timbre, texture, and silence can	BBC	Writing of main	be organised. They sing
		be organised within musical		characters.	with a sense of the
Performing	Singing	structures e.g. ostinato and used	Weeks 1-10	Make up	shape of the melody,
	techniques.	to communicate different	- 2 lessons per	proverbs to	and perform simple
Composing	Breathing	moods and effects.	week.	match moral of	patterns and
	Posture	To sing songs, in unison and two	- Tape lasts 40	the story.	accompaniments
Appraising	High/low	parts with clear diction, control	minutes	Write own fable.	keeping to a steady
	Different speeds	of pitch a sense of phrase and	- Allow for	Limericks.	pulse. They choose
Working on their	Types of sound	musical expression.	pause and	Citizenship	carefully and order
own in groups or		To play tuned and untuned	practice times.	Understanding	sounds within simple
class sizes.	Songs	instruments with control and		the moral of each	structures such as
	Music	rhythmical accuracy.		tale.	beginning, middle, end,
	Words	To practice and rehearse		Discuss	and in response to given
	Voices	performance with an awareness		characters	starting points. They
	Body Percussion	of the audience.		feelings.	represent sounds with
		To listen with attention to detail		Geography	symbols and recognise
	Classroom	and to internalise and recall		Find Greece on	how the musical
	instrumentation	sounds with increasing aural		map.	elements can be used
		memory.		Science	to create different
		To listen to a range of line and		Test pulse rates	moods and effects.
		recorded music from different		before and after	They improve their own
		times and cultures.		running.	work.
		To use ICT to capture change		History	
		and combine sounds.		Aesop's birth and	Level 3
				plot on a timeline	Pupils recognise and
				Art	explore the ways sounds
				Explore media	can be combined and
				that create	used expressively. They
				different textures	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.
--	--	--	--	--	--	---

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

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

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

	RECEPTION, TEAR 1, TEAR 2 CTCLE A				
Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum	Assessment	
			Links		
Listening,	To use voices expressively by singing	The Song Tree.	Maths	Level 1	
applying	songs and speaking chants and		Counting	Pupils recognise and explore how	
knowledge and	rhymes.	Florrie, the Flying	Measuring	sounds can be made and changed.	
understanding.		Carpet.	Symmetry	They use their voices in different ways	
	To play untuned instruments.	 Listening. 	Shapes.	such as speaking, singing and	
Performing skills		2. Tuned and		chanting, and perform with	
	To create musical patterns.	untuned	Science and DT	awareness of others. They repeat	
Composing skills		percussion.	Air, wind, weather	short rhythmic and melodic patterns	
	To explore, choose and organise	3. Instrumentati	Sound.	and create and choose sounds in	
Appraising skills	sounds and musical ideas.	on.	Growing Plants	response to given starting points. They	
		4. Accompani	Materials	respond to different moods in music	
Responding to a	To explore long sounds, gentle short	ment.	Habitats,	and recognise well-defined changes	
range of musical	sounds.	5. Singing and	minibeasts	in sounds, identify simple repeated	
and non-musical		revision of		patterns and take account of musical	
starting points.	To listen with concentration and to	previous	History	instructions.	
	internalise and recall sounds with	taught	Houses and		
Working	increasing aural memory.	elements.	Homes	Level 2	
individually in		6. Pitch.		Pupils recognise and explore how	
groups or in a	To understand how sounds can be	7. High/low.	Geography	sounds can be organised. They sing	
class.	made in different ways.	8. Timbre	Directional, north,	with a sense of the shape of the	
		9. Long and	south, east, west	melody, and perform simple patterns	
	To understand how music is used for	short sounds.	Hills, mountains,	and accompaniments keeping to a	
	particular purposes.	10. Performance	rocks.	steady pulse. They choose carefully	
		•		and order sounds within simple	
			English	structures such as beginning, middle,	
			Myths, stories	end, and in response to given starting	
			Looking after	points. They represent sounds with	
			pets.	symbols and recognise how the	
				musical elements can be used to	
			Art and Design	create different moods and effects.	
			Blow painting	They improve their own work.	
			Silhouettes		
			Printing patterns		
			Making		

			instruments	
Differentiation and	Plannina notes — Reception: Learnina O	utcomes – Perform	ı nina skills 1 a b c: Co	L mposing skills 2 a: Listening and applying

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

	Mendelsohn. Week 7 Performing: percussion groups Listening: Carnival of the Animals Saint Saens – singing Week 8 Performing to an audience, percussion and singing	
Differentiation and Demains nates		

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
-------------	---------------------------	---------	------------------

KEY STAGE 1 RECEPTION, YEAR 1, YEAR 2 CYCLE A		LE A	SUMMER TERM 2001		
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum	Assessment
				Links	
Knowledge, skills	Responding to a	To use their voices expressively	The Song Catcher	English	
and	range of musical	by singing songs and speaking		1/1a	Level 1
understanding.	and non musical	chants and rhymes		8b	Pupils recognise and
	starting points.	To play tuned and untuned		4a	explore how sounds
Performing skills	9 12 3	instruments.			can be made and
	Working on their	To rehearse and perform with		ICT	changed. They use their
Composing skills	own in groups of	others.		Use software	voices in different ways
	different sizes,	To create musical patterns.		designed to	such as speaking,
Appraising skills	and as a class.	To explore, choose and		enable	singing and chanting,
		organise sounds and musical		exploration of	and perform with
Listening skills	Will be exposed	ideas.		sounds.	awareness of others.
	to a range of line	To explore and express their			They repeat short
Applying	and recorded	ideas and feelings about music.		PE	rhythmic and melodic
knowledge and	music from	To make improvements to their		6a, 6c	patterns and create
understanding.	different times	own work.		,	and choose sounds in
]	and cultures.	To listen with concentration and		Science	response to given
		to internalise and recall sounds		4/3c, 3d	starting points.
		with increasing aural memory.		, ,	
		To understand the combined			Level 2
		musical elements of pitch,			Pupils recognise and
		duration dynamics, tempo,			explore how sounds can
		timbre, texture and silence can			be organised. They sing
		be organised and used			with a sense of the
		expressively within simple			shape of the melody,
		structures.			and perform simple
		To understand how sounds can			patterns and
		be made in different ways.			accompaniments
		To understand how music is			keeping to a steady
		used for particular purposes.			pulse. They choose
		To experience a range of line			carefully and order
		and recorded music from			sounds within simple
		different times and cultures.			structures such as
					beginning, middle, end,
					and in response to given
					arra irriosperios re giveri

		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.

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 JUN	IIORS - YEAR 5/6	CYCLE A	,	AUTUMN TERM 2000
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Knowledge, skills	Developing				Level 3
and	singing skills, e.g.	To combine musical elements,	Music Workshop.	English:	Pupils recognise and
understanding	breathing	musical elements of pitch		Tongue twisters	explore the ways sounds
	posture,	duration, dynamics, tempo,	Lights, Camera,	Vocabulary	can be combined and
	articulation	timbre, texture and silence can	Action.	Developing the	used expressively. They
	sound projection	be organised with musical	11. The Plot.	plot of a story.	sing in tune with
		structures and used to	12. They don't	Speech writing	expression and perform
Performing skills	 Listening skills. 	communicate different moods	make them	Science/Maths	rhythmically simple parts
	• Aural	and effects.	like they used	Finding out about	that use a limited range
Composing skills	memory	To single or a second for considering and all the second	to.	optical	of notes. They improvise
A so so sociolo os obillo	Physical skills	To sing songs, in unison and two	13. The plot.	instruments.	repeated patterns and
Appraising skills		parts with clear diction, control	Mission	Coography	combine several layers of sound with awareness
	Musical	of pitch, a sense of phrase and musical expression.	impossible. 14. A bad day on	Geography : USA	of the combined effect.
	elements, e.g.	mosical expression.	the film set.	- find places	They recognise how the
Listening and	pitch, duration		15. Make em	mentioned in	different musical
applying	dynamics,	To play tuned and untuned	laugh.	Chatanoga	elements are combined
knowledge and	tempo, timbre,	instruments with control and	16. The strange	Choo Choo	and used expressively
understanding	texture.	rhythmical accuracy.	case of the		and make
		,	missing boy	History:	improvements to their
	Structure of		and the tea	Victorians	own work, commenting
	music, e.g.		lady.	Charlie Chaplin	on the intended effect.
	phrase, sections,	To practise, rehearse and	17. The show must	Silent Movies	
	verse, chorus,	present performances with an	go on.		Level 4
Working on their	round.	awareness of the audience.	18. A friend for life.	Dance	Pupils identify and
own, in groups or			19. A friend for life.	Art & Design	explore the relationship
as a class.	• Context, e.g.		20. The big night	Design Posters for	between sounds and
	venue, occasion,	To listen with attention to detail		the performance	how music reflects
	time and place,	and to internalise and recall			different intentions.
	intended effect.	sounds with increasing aural			While performing by ear
		memory.			and from simple
		To understand how time and			notations they maintain
		place can influence the way			their own part with
		music is created, performed			awareness of how the

Responding to a range of musical and non musical starting points.	and heard. To understand how music is produced and described through relevant established and invented notations.	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.

Responding to a range of musical and non musical starting points.	To understand how time and place can influence the way music is created, performed and heard.	to to	ifferent parts fit ogether and the need o achieve an overall ffect. They improvise
		m pl gı	nelodic and rhythmic hrases as part of a roup performance and ompose by developing deas within musical
		sti de ev	ructures. They escribe, compare and valuate different kinds f music using an ppropriate musical
		su to w ho	ocabulary. They uggest improvements their own and others' vork, commenting on ow intentions have een achieved.
			dell'adriidved.
			1.00

KEY STAGE 2	UPPER JUN	IORS - YEAR 5/6	CYCLE B	9	SUMMER TERM 2001
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Knowledge, skills	 Developing 	To understand and demonstrate	Music Workshop.	Art:	Level 3
and	singing skills, e.g.	how the combined musical	We'll meet again.	Design Wartime	Pupils recognise and
understanding	breathing	elements of pitch, duration,	9. Leaving	poster.	explore the ways sounds
	posture,	dynamics, tempo, timbre,	Home.	Wartime collage.	can be combined and
	articulation	texture and silence can be	10. Dear Mum.	Make a model of	used expressively. They
	sound projection	organised within musical	11. Dodging the	the	sing in tune with
		structures and used to	Bombs.	Quartermaster	expression and perform
Performing skills	 Listening skills. 	communicate different moods	12. Country Life	Store see ration	rhythmically simple parts
	 Aural 	and effects.	13. What's	cards.	that use a limited range
Composing skills	memory	To understand how time and	become of		of notes. They improvise
	 Physical skills 	place can influence the way	Little George.	Dance:	repeated patterns and
Appraising skills		music is created performed and	14. Happy	Work out simple	combine several layers
		heard.	Birthday Tom.	movement	of sound with awareness
	 Musical 	To make and use ostinato.	15. No place like	sequence in 2/4	of the combined effect.
	elements, e.g.	To analyse and compare	home.	time.	They recognise how the
Listening and	pitch, duration	sounds.	16. The Final Letter		different musical
applying	dynamics,	To sing songs in unison and two		English:	elements are combined
	tempo, timbre,	parts with clear diction, control		Letter writing in	and used expressively
	texture.	of pitch, a sense of phrase and		the role of an	and make
		musical expression.		evacuee.	improvements to their
	 Structure of 	To play tuned and untuned		Air raid shelter	own work, commenting
	music, e.g.	instruments with control and		instruction for	on the intended effect.
	phrase, sections,	rhythmic accuracy.		building.	
	verse, chorus,	To produce, rehearse and			Level 4
	round.	present performances with an		Drama:	Pupils identify and
		awareness of the audience.		Make up play	explore the relationship
	• Context, e.g.	To explore, choose, combine		sequences for	between sounds and
	venue, occasion,	and organise musical ideas		wartime	how music reflects
	time and place,	within musical structures.		structures.	different intentions.
	intended effect.	To develop rhythmic and			While performing by ear
		melodic material when		History:	and from simple
	 Responding 	performing.		Discuss the	notations they maintain
	to a range of	To listen with attention to detail		effects of the	their own part with
	musical and	and to internalise and recall		actual bombing	awareness of how the

star	ints. 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.	Relate incidents of evacuees.	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.
------	---	-------------------------------	---

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

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

KLI SIAGEZ	REY STAGE 2 LOWER JUNIORS - YEAR 3/4 CYCLE B						
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum	Assessment		
				Links			
Listening,	Singing	To understand the combined	A Feast of Fables.	English:	Level 2		
applying	Listening skills.	musical elements of pitch,		Report writing	Pupils recognise and		
knowledge and	Aural memory	duration dynamics, tempo,	Time and Tune	Interview	explore how sounds can		
understanding.	Physical skills	timbre, texture, and silence can	BBC	Writing of main	be organised. They sing		
		be organised within musical		characters.	with a sense of the		
Performing	Singing	structures e.g. ostinato and used	Weeks 1-10	Make up	shape of the melody,		
	techniques.	to communicate different	- 2 lessons per	proverbs to	and perform simple		
Composing	Breathing	moods and effects.	week.	match moral of	patterns and		
	Posture	To sing songs, in unison and two	- Tape lasts 40	the story.	accompaniments		
Appraising	High/low	parts with clear diction, control	minutes	Write own fable.	keeping to a steady		
	Different speeds	of pitch a sense of phrase and	- Allow for	Limericks.	pulse. They choose		
Working on their	Types of sound	musical expression.	pause and	Citizenship	carefully and order		
own in groups or		To play tuned and untuned	practice times.	Understanding	sounds within simple		
class sizes.	Songs	instruments with control and		the moral of each	structures such as		
	Music	rhythmical accuracy.		tale.	beginning, middle, end,		
	Words	To practice and rehearse		Discuss	and in response to given		
	Voices	performance with an awareness		characters	starting points. They		
	Body Percussion	of the audience.		feelings.	represent sounds with		
		To listen with attention to detail		Geography	symbols and recognise		
	Classroom	and to internalise and recall		Find Greece on	how the musical		
	instrumentation	sounds with increasing aural		map.	elements can be used		
		memory.		Science	to create different		
		To listen to a range of line and		Test pulse rates	moods and effects.		
		recorded music from different		before and after	They improve their own		
		times and cultures.		running.	work.		
		To use ICT to capture change		History			
		and combine sounds.		Aesop's birth and	Level 3		
				plot on a timeline	Pupils recognise and		
				Art	explore the ways sounds		
				Explore media	can be combined and		
				that create	used expressively. They		
				different textures	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.

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

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

						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.
--	--	--	--	--	--	---

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

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

			instruments	
Differentiation and	Planning notes - Recention: Learning (utcomes - Perform	ning skills 1 g b c: Co	mposing skills 2 a. Listening and applying

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.

KEY STAGE 1 RECEPTION, YEAR 1, YEAR 2 CYCLE A

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

	Mendelsohn. Week 7 Performing: percussion groups Listening: Carnival of the Animals Saint Saens – singing Week 8 Performing to an audience, percussion and singing	
	uto a rocco. Dorformaio er alcillo 1 er la cu	

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.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE A	SUMMER TERM 2001
-------------	---------------------------	---------	------------------

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

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.

KEY STAGE 2	UPPER JUN	IIORS - YEAR 5/6	CYCLE A	1	WINTER 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 knowledge and understanding. Working on their own, in groups or as a class. Responding to a	 On-Going Skills 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. 	To sing songs in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression. To produce, rehearse and present performances with an awareness of the audience. To understand how time and place can influence the way music is created performed and heard. To play tuned and untuned instruments with control and rhythmic accuracy 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. To explore, choose, combine and organise musical ideas	Music Workshop. Jiving Jukeboxes 1. Rock-a-beatin Doogie 2. Limbo Rock 3. Beep! Beep! 4. Moon River 5. Summer holiday 6. Tuxedo Junction 7. Revision and performance 8. Revision and performance	English: Poetry writing. Speaking and listening. Vocabulary. Rhyming games/patterns and poetry. History: 20 changes of entertainment. Research pop and music stars. Dance: Hand jive. Art: 1950's/1960's pictures. Anthropomorphis m.	Level 3 Level 4
range of musical and non-musical starting points.	• Context, e.g. venue, occasion, time and place, intended effect.	within musical structures.		Geography Origins of various musical styles	

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.

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

instruments with control and

rhythmical accuracy.

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

KET STAGE Z	LOWER JU	NIOKS - 1 EAK 3/4	CTCLE A		PRING IERM 2002
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum	Assessment
				Links	
Listening,	Songs	To practice, rehearse and	Time and Tune	English:	Level 3
applying	Voices	present performances with an	BBC	Poetry writing.	
knowledge and	Music	awareness of the audience.	Sea Thunder	Origins of	
understanding.	Words			names/words.	
		To sing songs, in unison and two	1. Higher/Lower	Speaking/listenin	
Performing	Body Percussion	parts with clear diction, control	2. Tune shapes.	g.	
		of pitch a sense of phrase and	3. Up/down.	Myths and	
Composing	Singing	musical expression.	4. Louder/quieter	Legends.	
	techniques.			Vocabulary.	
Appraising	Breathing	To understand the combined	5. Longer/shorter	Story writing.	
	Posture	musical elements of pitch,			
Working on their	High/low	duration dynamics, tempo,	6. Question and	Science:	
own in groups or	Different speeds	timbre, texture, and silence can	answer.	Water	
class sizes.	Types of sound	be organised within musical	7. Getting	Sounds	
		structures and used to	louder/getting	Finding out about	
	Classroom	communicate different moods	quieter.	instruments and	
	instrumentation	and effects.	8. Harmony.	sounds.	Level 4
			9. Revision and	Sound waves.	
	Listening skills.	To explore, choose, combine	performance		
	Aural memory	and organise musical ideas	10. Revision and	History:	
	Physical skills	within musical structures.	performance	Vikings.	
	Singing	To play tuned and untuned		Dance	
	Listening skills	instruments with control and		Dance	
	Aural Memory	rhythmical accuracy.		Art:	
	Physical skills	Tity it it it is a decoracy.		Ice/snow/glaciers	
	111,51001 510115	To develop rhythmic and		100/01/04/19/00/013	
		melodic material when		•	
		performing.		Geography:	
		, , , , , , , , , , , , , , , , , , , ,		Look up	
				Scandinavia	
				Norway etc.	
	<u> </u>			1	

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE A	SPRING TERM 2002

REY STAGE T RECEPTION, YEAR 1, YEAR 2		CYCL	<u> E A</u>	SPRING TERM 2002	
Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
Focus: dynamics	Follow and produce a rhythmic	Starcatcher.	Maths	Level 1	
structure	pattern.		Time and clocks.	Pupils recognise and explore how	
		 Catch a falling 		sounds can be made and	
Performing skills	Listen for a melody.	star. Focus:	Science	changed. They use their voices in	
		tunes	Stars and planets	different ways such as speaking,	
Working	Carefully listening to a musical	2. The city of stars.	Movement of the	singing and chanting, and	
individually in	stimulus.	Focus: tunes	sun.	perform with awareness of others.	
groups or in a		3. Twinkle twinkle	Light.	They repeat short rhythmic and	
class.	Listen to sounds, respond to stimulus.	little star. Focus:	Nocturnal animals.	melodic patterns and create and	
		chorus		choose sounds in response to	
Responding to a		4. Pictures in the	English	given starting points.	
range of musical	Copy and perform a rhythm.	sky. Focus:	Story writing.		
and non-musical		patterns.	Collect "moon"		
starting points.	Be able to recognise loud and quiet.	5. The hunter and	words.		
0 1		his dog. Focus:	Poetry – verses for	Level 2	
Appraising skills.		Very loud and	songs.	Pupils recognise and explore how	
		very quiet.		sounds can be organised. They	
Composting skills.	Be able to recognise loud and quiet.	6. Shooting stars.	PE/dance and	sing with a sense of the shape of	
		Focus: Very	movement	the melody, and perform simple	
		quiet and very	Movement and	patterns and accompaniments	
	Work together to make a sound that	loud.	dance to go with	keeping to a steady pulse. They	
	gets louder.	7. A star is born.	planets and stars.	choose carefully and order	
		Focus: Getting		sounds within simple structures	
	Create a quiet sound, work as a	louder.	Art and Design	such as beginning, middle, end,	
	group to make music.	8. Giants and	Paint a	and in response to given starting	
	group to make moster	dwarves. Focus:	sunrise/sunset or	points. They represent sounds	
	Listening and imagining.	Getting quieter.	night sky.	with symbols and recognise how	
		9. Moonshine.	Make a	the musical elements can be	
		Focus: Getting	"moonscape".	used to create different moods	
	Perform and appraise performance of	louder and		and effects. They improve their	
	songs and compositions.	quieter.		own work.	
		10. Starcatcher.			
				<u> </u>	

Differentiation and	I Planning notes – Reception: Learning O	outcomes – Performing	skills 1 a.b.c: Compo	osina skills 2 a: Listenina and applyin
knowledge and u			,	

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.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE B	SPRING TERM 2002
-------------	---------------------------	---------	------------------

RET STAGE T RECEPTION, TEAR 1, TEAR 2		CTCLE B		SPRING TERM 2002	
Unit to Cover	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment	
Focus : pitch		Octavia and	Maths	Level 1	
rocus . pilch					
Dosponding to a	Distinguish high and low	<u>friends</u>	Counting	Pupils recognise and explore how sounds can be made and	
Responding to a	Distinguish high and low	1 0 - 1 - 1 - 1	Vocabulary of		
range of musical		1. Octavia and	position.	changed. They use their voices in	
and non-musical	Copy high and low sounds. Match	friends.	Higher/lower.	different ways such as speaking,	
starting points	actions with words.	2. Incy Wincy.	Measurement.	singing and chanting, and	
D (' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '				perform with awareness of others.	
Performing skills	Recognise a change in pitch (going		Science	They repeat short rhythmic and	
	higher)	3. Millie has a	Minibeasts.	melodic patterns and create and	
Working		shock.	Life cycles.	choose sounds in response to	
individually in	Recognise a change in pitch (going		Classification.	given starting points.	
groups or in a	lower).	4. Stranger in the			
class.		garden.	English		
	Know sliding is a gradual change in	5. Octavia and	Prefix "sub"		
Composting skills.	pitch and the effect this has on music.	the flood.	Poetry work	Level 2	
			Rhymes	Pupils recognise and explore how	
Appraising skills.	Use voice and instruments to create	6. Flip flop.		sounds can be organised. They	
	effects. Compose a short piece of		Geography	sing with a sense of the shape of	
	music.		Cold/hot	the melody, and perform simple	
		7. The rainbow.	countries.	patterns and accompaniments	
	Compose and listen to a tune using			keeping to a steady pulse. They	
	changed pitch.		PE/dance	choose carefully and order	
		8. Octavia's	Movements to	sounds within simple structures	
	Perform songs using a "bounce" in the	workout.	music.	such as beginning, middle, end,	
	voice.			and in response to given starting	
		9. Spring cleaning.		points. They represent sounds	
	Appraise compositions using			with symbols and recognise how	
	"bouncy" phrases.			the musical elements can be	
	(Each lesson contains performance of			used to create different moods	
	song(s) and practice to improve			and effects. They improve their	
	performance).	10. The boot sale.		own work.	
		13.1110 0001 3010.			
	Improve performance and				
	sing/accompany songs.				
	julig/accompany sorigs.				

	T	T	Т	T
Differentiation and	Planning notes – Reception: Learning O	utcomes – Performing	skills 1 a,b,c; Compo	osing skills 2 a; Listening and applying
knowledge and ur		<u> </u>		

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.

KEY STAGE 1	RECEPTION, YEAR 1, YEAR 2	CYCLE B	AUTUMN TERM 2001
-------------	---------------------------	---------	------------------

KEY STAGE 1 RECEPTION, YEAR		, YEAR I, YEAR 2 CYC	R 1, YEAR 2 CYCLE B		AUTUMN TERM 2001	
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum	Assessment	
				Links		
Knowledge, skills	Responding to a	To use their voices expressively	The Song Catcher	English		
and	range of musical	by singing songs and speaking		1/1a	Level 1	
understanding.	and non musical	chants and rhymes		8b	Pupils recognise and	
	starting points.	To play tuned and untuned		4a	explore how sounds	
Performing skills		instruments.			can be made and	
	Working on their	To rehearse and perform with		ICT	changed. They use their	
Composing skills	own in groups of	others.		Use software	voices in different ways	
	different sizes,	To create musical patterns.		designed to	such as speaking,	
Appraising skills	and as a class.	To explore, choose and		enable	singing and chanting,	
		organise sounds and musical		exploration of	and perform with	
Listening skills	Will be exposed	ideas.		sounds.	awareness of others.	
	to a range of line	To explore and express their			They repeat short	
Applying	and recorded	ideas and feelings about music.		PE	rhythmic and melodic	
knowledge and	music from	To make improvements to their		6a, 6c	patterns and create	
understanding.	different times	own work.			and choose sounds in	
	and cultures.	To listen with concentration and		Science	response to given	
		to internalise and recall sounds		4/3c, 3d	starting points.	
		with increasing aural memory.				
		To understand the combined			Level 2	
		musical elements of pitch,			Pupils recognise and	
		duration dynamics, tempo,			explore how sounds can	
		timbre, texture and silence can			be organised. They sing	
		be organised and used			with a sense of the	
		expressively within simple			shape of the melody,	
		structures.			and perform simple	
		To understand how sounds can			patterns and	
		be made in different ways.			accompaniments	
		To understand how music is			keeping to a steady	
		used for particular purposes.			pulse. They choose	
		To experience a range of line			carefully and order	
		and recorded music from			sounds within simple	
		different times and cultures.			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.
Differentiation and	Diamaina nata Da	 oversia su Ou de sussa se	Dayfayasin syal	م ما ما ان	Cananasina akilla 0	a: Listening and applying

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.

KEY STAGE 2	UPPER JUN	IORS - YEAR 5/6	CYCLE A	9	PRING TERM 2002
Unit to Cover	On-Going Skills	Learning Outcomes	Lesson Content	Cross Curriculum Links	Assessment
Knowledge, skills	Developing	To improvise, develop rhythmic	Infinity Diner.	Engish:	Level 3
and	singing skills, e.g.	and melodic material when		Menu writing	Pupils recognise and
understanding	breathing	performing.	11. Pulse and	Recipe directions	explore the ways sounds
	posture,	To explore, choose, combine	Rhythm		can be combined and
	articulation	and organise musical ideas	12. Pitch	Science:	used expressively. They
	sound projection	within musical structures.	13. Timbre and	Circuits and	sing in tune with
			texture	switches	expression and perform
Performing skills	 Listening skills. 	To sing songs, in unison and two	14. Tempo and		rhythmically simple parts
	• Aural	parts with clear diction, control	dynamics	Art:	that use a limited range
Composing skills	memory	of pitch, a sense of phrase and	15. Music focus	Colour, shape line	of notes. They improvise
	 Physical skills 	musical expression.	structure –		repeated patterns and
Appraising skills			coda and	D.T.	combine several layers
		To understand how the	chorus.	Planning a diner	of sound with awareness
	 Musical 	combined musical elements of		Clothes design for	of the combined effect.
	elements, e.g.	pitch, duration, dynamics,		2999	They recognise how the
Listening and	pitch, duration	tempo, timbre, texture and			different musical
applying	dynamics,	silence can be organised within			elements are combined
knowledge and	tempo, timbre,	musical structures and used to			and used expressively
understanding	texture.	communicate different moods			and make
		and effects.			improvements to their
	 Structure of 				own work, commenting
	music, e.g.	To understand how music is			on the intended effect.
	phrase, sections,	used in different ways (including			
	verse, chorus,	ICT) and described through			Level 4
Working on their	round.	relevant established and			Pupils identify and
own, in groups or		invented notations.			explore the relationship
as a class.	 Context, e.g. 				between sounds and
	venue, occasion,	To sing songs, in unison and two			how music reflects
	time and place,	parts with clear diction,			different intentions.
	intended effect.	construct of pitch, a sense of			While performing by ear
		phrase and musical expression.			and from simple
		To practice, rehearse and			notations they maintain
		present performances with an			their own part with
		awareness of the audience.			awareness of how the

Responding to a range of musical and non musical starting points.	To understand how time and place can influence the way music is created, performed and heard.	to to	different parts fit ogether and the need o achieve an overall effect. They improvise nelodic and rhythmic
		p g c ic st d e	phrases as part of a group performance and compose by developing deas within musical tructures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They
		su to w h	uggest improvements o their own and others' vork, commenting on now intentions have been achieved.

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	
Knowledge, skills	Developing	To understand and demonstrate	Music Workshop.	Art:	Level 3	
and	singing skills, e.g.	how the combined musical	We'll meet again.	Design Wartime	Pupils recognise and	
understanding	breathing	elements of pitch, duration,	17. Leaving	poster.	explore the ways sounds	
	posture,	dynamics, tempo, timbre,	Home.	Wartime collage.	can be combined and	
	articulation	texture and silence can be	18. Dear Mum.	Make a model of	used expressively. They	
	sound projection	organised within musical	19. Dodging the	the	sing in tune with	
		structures and used to	Bombs.	Quartermaster	expression and perform	
Performing skills	 Listening skills. 	communicate different moods	20. Country Life	Store see ration	rhythmically simple parts	
	Aural	and effects.	21. What's	cards.	that use a limited range	
Composing skills	memory	To understand how time and	become of		of notes. They improvise	
	 Physical skills 	place can influence the way	Little George.	Dance:	repeated patterns and	
Appraising skills		music is created performed and	22. Happy	Work out simple	combine several layers	
		heard.	Birthday Tom.	movement	of sound with awareness	
	 Musical 	To make and use ostinato.	23. No place like	sequence in 2/4	of the combined effect.	
	elements, e.g.	To analyse and compare	home.	time.	They recognise how the	
Listening and	pitch, duration	sounds.	24. The Final Letter		different musical	
applying	dynamics,	To sing songs in unison and two		English:	elements are combined	
	tempo, timbre,	parts with clear diction, control		Letter writing in	and used expressively	
	texture.	of pitch, a sense of phrase and		the role of an	and make	
		musical expression.		evacuee.	improvements to their	
	 Structure of 	To play tuned and untuned		Air raid shelter	own work, commenting	
	music, e.g.	instruments with control and		instruction for	on the intended effect.	
	phrase, sections,	rhythmic accuracy.		building.		
	verse, chorus,	To produce, rehearse and			Level 4	
	round.	present performances with an		Drama:	Pupils identify and	
		awareness of the audience.		Make up play	explore the relationship	
	• Context, e.g.	To explore, choose, combine		sequences for	between sounds and	
	venue, occasion,	and organise musical ideas		wartime	how music reflects	
	time and place,	within musical structures.		structures.	different intentions.	
	intended effect.	To develop rhythmic and			While performing by ear	
		melodic material when		History:	and from simple	
	Responding	performing.		Discuss the	notations they maintain	
	to a range of	To listen with attention to detail		effects of the	their own part with	
	musical and	and to internalise and recall		actual bombing	awareness of how the	

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

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

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,	Experience a	To understand how time and	Time and Tune	To be added	Level
applying	range of live and	place can influence the way	BBC		
knowledge and	recorded music	music is created, performed			
understanding.	from different	and heard.	Omugugwa		
	times and				
Performing	cultures	To play tuned and untuned			
		instruments with control and			
Composing	Listening skills.	rhythmical accuracy			
	Aural memory				
Appraising	Physical skills	To analyse and compare			
		sounds.			
Working on their	Classroom				
own in groups or	instrumentation	To sing songs, in unison and two			
class sizes.		parts with clear diction, control			
	Body Percussion	of pitch a sense of phrase and			Level
		musical expression.			
	Singing				
	techniques.	To improvise, developing			
	Breathing	rhythmic and melodic material			
	Posture	when performing.			
	High/low				
	Different speeds	To understand the combined			
	Types of sound	musical elements of pitch,			
		duration, dynamics, tempo,			
	Songs	timbre, texture and silence can			
	Music	be organised within musical			
	1	1			

structures e.g. ostinato and used

To practice, rehearse and present performances with an awareness of the audience.

to communicate different

moods and effects.

Words

Voices

	T		

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.