

## Music Medium-Term Plan, Cycle A: 2023 - 2024

	EYS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Autumn 1 Unit title	No specific music focus in Autumn 1 (children will learn Harvest songs)	All About Me ( Kapow unit)	Mountains Creating compositions in response to an animation (Kapow Unit)	Blues (Kapow unit) (not taught this half term – but this will be used for future planning) Unit actually taught Composition Notation – Ancient Egypt -	Advanced Rhythms (Kapow Unit)
Key Vocabulary		Rhythm; pulse	Influence; listen; dynamics; timbre Pitch ; repeated rhythm; pattern; Notation; ensemble; compose	Vocab for blues unit: Blues; chord; 12-bar Blues; bar; scale; Blues scale; bent notes; ascending scale; descending scale; improvisation  Vocab covered in the Autumn 1 unit taught: Features; notation; Repeating; unison; Composition; structure; Repetition; melody; Tempo; compose; Ensemble; minor key	Rhythm; crotchets; Quavers; notation; Pulse; chant; melody; Unison; rhythmic elements; compose; beat
	Ll's	Ll's Week 1: To use my voice and hands to make music.  Week 2: To clap and play in time to the music.  Week 3: To play simple rhythms on an instrument.	Ll's Week 1: To tell a story from a piece of music through movement  Week 2: To create a soundscape using percussion instruments	Ll's Week 1: To sing with accuracy, fluency, control, and expression  Week 2: To explore and use different forms of notation	Ll's Week1: To develop an understanding of the Kodaly music method  Week 2: To strengthen the feeling of pulse when working with rhythmic patterns

		<p>Week 4: To listen to and repeat short rhythmic patterns.</p> <p>Week 5: To understand the difference between pulse and rhythm.</p>	<p>Week 3: To create a range of sounds to accompany a story</p> <p>Week 4: To compose and perform a rhythm to accompany a story</p> <p>Week 5: To compose and notate a short melody to accompany a story</p>	<p>Week 3: To understand note length</p> <p>Week 4: To read simple pitch notation</p> <p>Week 5: To use hieroglyphs and stave notation to write a piece of music</p>	<p>Week 3: To explore rhythmic patterns in order to build the sense of pulse</p> <p>Week 4: To use knowledge of rhythm to create own composition</p> <p>Week 5: To use knowledge of rhythm to create own composition</p>
	Key Skills	<p>Key Skills</p> <p>Listening</p> <p>Pulse and rhythm</p> <p>Performance (instrumental)</p>	<p>Key skills:</p> <p>Listening</p> <p>Composing</p> <p>Performing (instrumental)</p> <p>Pitch</p> <p>Dynamics</p> <p>Timbre</p> <p>Notation</p>	<p>Key Skills blues unit:</p> <p>Listening</p> <p>Composing</p> <p>Performing (singing)</p> <p>Performing (instrumental)</p> <p>Pitch</p> <p>Dynamics</p> <p>Notation</p> <p>Key skills Egypt unit:</p> <p>Listening</p> <p>notation</p> <p>composition</p> <p>structure</p> <p>tempo</p> <p>compose</p> <p>Performance</p> <p>(instrumental)</p>	<p>Key Skills</p> <p>Listening</p> <p>rhythm</p> <p>notation</p> <p>compose</p> <p>Performance</p> <p>(instrumental)</p>

	EYS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Autumn 2 Unit title	Celebration music (Kapow unit)	Animals (Kapow unit)  *Note this is an archived unit and will not be available from 2024 – replaced by the Year 1 unit 'Tempo (Theme: Snail and mouse)'	Ballads (Kapow Unit)	Looping and Remixing (Kapow unit)	Film music (Kapow unit)
Key Vocabulary	<p>Week 1 Diwali; Celebration; Music; Dance; Traditional</p> <p>Week 2 Hanukkah; Celebration; Music; Dance; Traditional; Hora; Kinnor; Harp; Flute; Jewish; Drum; Cymbals; Tambourine; Shofar</p> <p>Week 3 Kwanzaa; Africa; African music; Tradition; Culture; Celebration; Call; Response; Drum; Rhythm; Beat; Instrument</p> <p>Week 4 Christmas; Christian; Tradition; Culture; Celebration; Sleigh bells; Actions; Voice sounds; Body percussion</p> <p>Week 5 Christmas; Christian; Tradition; Culture; Celebration; Actions; Action songs</p>	Fast; slow; quiet; Dynamics; tempo; musical composition	Ballad; ensemble; compose	Accuracy; backbeat; body percussion; fragment; layers; loop; looped rhythm; melody; melody line; notation; ostinato; remix; rhythm; riff; structure	Accelerando; body percussion; brass; Characteristics; chords; Chromatics; clashing Composition; convey; Crescendo; descending Dynamics; emotion; imagery; improvise; interpret; interval; major; Melodic; minor; modulate; orchestral; Pitch; sequence; solo; Soundtrack; symbol; Timpani; tension; texture; Tremolo; unison
	LI's: Week 1: To learn about music from another culture, (Diwali))	LI's Week 1:	LI's Week 1: To use musical vocabulary to explain the	LI's Week 1:	LI's Week 1:

	<p>To respond to music with movement</p> <p><b>Week 2:</b> To learn about music from another culture, (Hanukkah) To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.</p> <p><b>Week 3:</b> To learn about music from another culture, (Kwanzaa) To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music</p> <p><b>Week 4:</b> To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments To sing and move to a Christmas song</p> <p><b>Week 5:</b> To suggest appropriate actions to match song lyrics To sing and move to Christmas songs</p>	<p>To use percussion and my body expressively in response to music</p> <p><b>Week 2:</b> To sing a song in sections</p> <p><b>Week 3:</b> To perform a song</p> <p><b>Week 4:</b> To use instruments to create different sounds</p> <p><b>Week 5:</b> To create and choose sounds</p>	<p>stylistic features of a ballad.</p> <p><b>Week 2:</b> To explore how actions can impact performance.</p> <p><b>Week 3:</b> To plan a musical structure inspired by a story.</p> <p><b>Week 4:</b> To create lyrics that match a melody.</p> <p><b>Week 5:</b> To show awareness of style, structure and features to perform a ballad.</p>	<p>To be able to play a simple looped rhythm from notation</p> <p><b>Week 2:</b> To create a piece of music using pre-written loops</p> <p><b>Week 3:</b> To be able to play a melody line accurately and fluently</p> <p><b>Week 4:</b> To select a section of a tune and perform it as a loop</p> <p><b>Week 5:</b> To combine loops to create a remix</p>	<p>To appraise different musical features in a variety of film contexts</p> <p><b>Week 2:</b> To identify and understand some composing techniques in film music</p> <p><b>Week 3:</b> To use graphic scores to interpret different emotions in film music</p> <p><b>Week 4:</b> To create and notate musical ideas and relate them to film music</p> <p><b>Week 5:</b> To play a sequence of musical ideas to convey emotion</p>
	<p><b>Key Skills:</b> Listening</p>	<p><b>Key Skills:</b> Listening</p>	<p><b>Key Skills:</b> Listening</p>	<p><b>Key Skills:</b> Listening</p>	<p><b>Key Skills:</b> Listening</p>

	Performing (singing) Performing (instrumental)	Classical music, dynamics and tempo, composition	Composition Performance (singing)	Composing Performing (instrumental) Dynamics Texture Structure Notation	Composing Performing (instrumental) Pitch Dynamics Tempo Texture Structure Notation
--	--	---	--------------------------------------	---	---

	EYS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Spring 1 Unit title	Music and Movement	Pitch and Tempo (Theme: Superheroes)	Pentatonic melodies and composition (Theme: Chinese New Year)	Haiku, Music and performance (Theme: Hanami Festival) Y4 unit	Musical Theatre
Key vocabulary	<p>WEEK 1: Actions; Action songs; Sign language; Makaton; Deaf; Communication; Communicating; Understand; Lyrics; Verse</p> <p>WEEK 2: Beat; Music; Heartbeat; Pulse; Steady; Repeat; Constant; Drum</p> <p>WEEK 3: Music; Piece; Composer; Tempo; Fast; Moderate; Medium; Slow</p>	Accelerando; high pitched; low pitch; perform; performance; pitch; pitch pattern; tempo	Tempo; crescendo; Dynamics; timbre; duration	Hanami; cherry blossom; pitch; sound; glissando; pizzicato; composer; composition; col legno; haiku; syllables; melody; dynamics; tempo	Action song; Backdrop; Book musical; Character song; Choreographer; Composer; Comic opera; Costumes; Designer; Dialogue; Director; Duet; Ensemble; Hip-hop musical; Jukebox musical; Librettist; Libretto; Lyricist; Musical director; Musical theatre; Opera; Operetta; Performers; Props; Rock musical; Scene; Solo

	<p>WEEK 4: Music; Dance; Scarf dance; Pitch; High; Low; Sound; Whistle; Drum; Triangle; Bear; Monkey; Siren; Cello; Tempo</p>				
	<p>WEEK 5: Music; Dance; Scarf dance; Perform; Performance; Audience; Actions; Action songs; Sign language; Makaton</p>				
LI's	<p>Lesson 1 To understand why songs have actions. To learn some simple Makaton signs to accompany a song.</p> <p>Lesson 2 To explore beat through body movement. To express feelings and emotions through movement to music.</p> <p>Lesson 3 To explore beat through body movement To express feelings and emotions through movement to music</p> <p>Lesson 4 To explore pitch and tempo through scarf dancing and body movement</p>	<p>Lesson 1 To understand the concept of pitch</p> <p>Lesson 2 To create a pattern using two pitches</p> <p>Lesson 3 To understand the concept of tempo</p> <p>Lesson 4 To create a superhero theme tune</p> <p>Lesson 5 To perform confidently as part of a group</p>	<p>Lesson 1 To learn about the music used to celebrate the Chinese New Year festival.</p> <p>Lesson 2 To play a pentatonic melody</p> <p>Lesson 3 To write and perform a pentatonic melody.</p> <p>Lesson 4 To perform a group composition.</p> <p>Lesson 5 To perform a piece of music as a group.</p>	<p>Lesson 1 To describe the festival of Hanami using words and sounds.</p> <p>Lesson 2 To represent a blossom tree using sounds.</p> <p>Lesson 3 To identify different musical features.</p> <p>Lesson 4 To work as a group to create a piece of music to celebrate Hanami.</p> <p>Lesson 5 To perform a piece of music to celebrate Hanami.</p>	<p>Lesson 1 To understand the history of musical theatre.</p> <p>Lesson 2 To identify character songs and action songs.</p> <p>Lesson 3 To create a musical theatre scene.</p> <p>Lesson 4 To rehearse a musical theatre scene</p> <p>Lesson 5 To perform a musical theatre scene.</p>

	To express feelings and emotions through movement to music  Lesson 5 To perform action songs to a small audience.				
<b>Key skills</b>	Listening Performing (singing) Performing (instrumental) Pitch Dynamics Tempo	Listening Pitch Tempo Performance (instrumental) Performance (singing)	Listening Composing Performing (instrumental) History of Music Duration Dynamics Tempo Timbre Notation	Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Dynamics Tempo Texture Structure Notation History of music
<b>ASSESSMENT TASK</b>	A video of the children performing their action songs	Kapow post teaching assessment task A video of final performance	Kapow post teaching assessment task A video of final performance	Kapow post teaching assessment task A video of group composition performances	Kapow post teaching assessment task. A video of the scene performances.

	EYS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Spring 2 Unit title	Musical Stories	Musical Me	Body and Tuned Percussion (Theme: Rainforests)	Rock and Roll (Y4 unit)	Theme and Variations Theme: Pop Art
Key vocabulary	<p>WEEK 1: Classical music; Pitch; High; Low; Tempo; Fast; Slow; Dynamic; Loud; Quiet; Musical story; Lyrics; Melody</p> <p>WEEK 2: Classical music; Sergei Prokofiev; Peter and the Wolf; Character; Instrument; Pitch; Quiet; Musical story; High; Low; Tempo; Fast; Slow; Dynamic; Loud</p> <p>WEEK 3: Character; Song; Lyrics; Tempo; Fast; Slow; Dynamic; Loud; Quiet; Musical story</p> <p>WEEK 4: Character; Instrument; Pitch; High; Low; Tempo; Fast; Slow; Dynamic; Loud; Quiet; Musical story; Percussion; Names of percussion instruments</p> <p>WEEK 5: Compose; Instrument; Pitch; High; Low; Tempo; Fast; Slow; Dynamic; Loud; Quiet; Musical story; Percussion; Names of percussion and other instruments</p>	<p>rhythm pulse dynamics timbre beat melody notation</p>	<p>Pitter; patter; raindrop; clapping; clicking; body percussion; tempo; rhythm; boom; snap; structure; texture; contrast; higher; lower; compose; loop; melody; pitch; inspiration; keyboard</p>	<p>rock and roll; hand jive; 1950's; tempo; dynamic; notation; style</p>	<p>3/4 time; 4/4 time; accidentals; body percussion; diaphragm; legato; motif; orchestra; percussion; phrases; pitch; pizzicato; pulse; quaver; rhythm; rhythmic elements; section; semi-quaver; staccato; tempo; theme; TIKI-TIKI, TI-TIKI, TIKI-TI; translate; variations; vocal line; woodwind</p>

	<p>WEEK 6: Compose; Instrument; Pitch; High; Low; Tempo; Fast; Slow; Dynamic; Loud; Quiet; Musical story; Percussion; Names of percussion and other instruments</p>				
LI's	<p>Lesson 1 To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel.</p> <p>Lesson 2 To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story. To understand that music and instruments can be used to convey moods or represent characters. To talk about how a piece of music makes you feel.</p> <p>Lesson 3 To use actions to retell a story to music.</p>	<p>Lesson 1 To sing and play an instrument at the same time.</p> <p>Lesson 2 To choose and play appropriate dynamics and timbres for a piece of music.</p> <p>Lesson 3 To use musical notation to play melodies.</p> <p>Lesson 4 To use letter notation to write my own melody.</p> <p>Lesson 5 To use timbre and dynamics in musical composition.</p>	<p>Lesson 1 To identify structure and texture in music.</p> <p>Lesson 2 To use body percussion.</p> <p>Lesson 3 To create musical rhythms using body percussion.</p> <p>Lesson 4 To create simple tunes.</p> <p>Lesson 5 To build and improve a composition.</p>	<p>Lesson 1 To understand the history of rock and roll music.</p> <p>Lesson 2 To be able to perform with a sense of style.</p> <p>Lesson 3 To play a walking bass line on tuned percussion.</p> <p>Lesson 4 To be able to play a rock and roll bass line.</p> <p>Lesson 5 To be able to play a rock and roll piece of music.</p>	<p>Lesson 1 To explore the musical concept of theme and variations.</p> <p>Lesson 2 To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.</p> <p>Lesson 3 To use complex rhythms to be able to perform a theme.</p> <p>Lesson 4 To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.</p> <p>Lesson 5 To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms..</p>

	<p>To sing and perform a group song</p> <p>Lesson 4 To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments</p> <p>Lesson 5 To create a musical story based upon a familiar routine. To use instruments to represent moods or actions. To play an instrument as part of a group story</p> <p>Lesson 6 To create a musical story based upon a familiar routine To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group</p>				
Key skills	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Dynamics Tempo</p>	<p>rhythm dynamics timbre notation Composition (performance – singing) (performance – instrumental)</p>	<p>Listening tempo rhythm structure texture compose pitch</p>	<p>Listening Composing Performing (singing) Performing (instrumental) History of Music Dynamics Tempo</p>	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Dynamics Tempo</p>

	Timbre Texture	Listening	Performance (instrumental)	Notation	Structure Notation
ASSESSMENT TASK	A video of the children performing their musical story.	Kapow post teaching assessment task Video of some performances	Kapow post teaching assessment task A video of final improvisations.	Kapow post teaching assessment task A video of final performance	Kapow post teaching assessment task Video mid point performances( if appropriate)

	EYS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Summer 1 Unit title	Transport	On this Island: British songs and sounds	Jazz	Changes in Pitch, Tempo and Dynamics (Theme: Rivers)	Songs of the World War 2
Key vocabulary	Week 1 Car; boat; train Week 2 Train; fast; slow Week 3 Boat; speed; cruise; rowing; water; beat Week 4 Car; symbols; slow; slower; stopping Week 5 Car; boat; train; journey; score; slower; faster	Composition; duration; dynamics; inspiration; pitch; structure; tempo; texture; timbre	call and response; jazz; motif; Ragtime; rhythm; scat singing; straight quaver; swung quaver; syncopation	a cappella; breathing; dynamics; harmony; listen; texture; tempo; ostinato; percussion; layer	Music; morale; Britain; troops; frontline; Vera Lynn; contrast; tempo higher and lower; diaphragm; melody; phrase; graphic score; pitch; Do Re Mi Fa So La Ti; counter-melody; harmony; Solfa
LI's	Lesson 1 To explore creating sound effects.	Lesson 1 To learn about the music of the British Isles.	Lesson 1	Lesson 1 To sing in two parts using expression and dynamics.	Lesson 1

	<p>Lesson 2 To explore making sounds at different speeds.</p> <p>Lesson 3 To explore moving to different tempos.</p> <p>Lesson 4 To interpret symbols to show a change in speed.</p> <p>Lesson 5 To interpret a simple score to show tempo changes.</p>	<p>Lesson 2 To learn about the music of the British Isles and create music of our own.</p> <p>Lesson 3 To learn about the music of the British Isles and create music of our own.</p> <p>Lesson 4 To compose a piece of music as part of a group.</p> <p>Lesson 5 To evaluate and improve a group composition.</p>	<p>To sing and clap a syncopated rhythm for a ragtime style song.</p> <p>Lesson 2 To improvise a call and response.</p> <p>Lesson 3 To be able to scat sing using the call and response format.</p> <p>Lesson 4 To create a jazz motif.</p> <p>Lesson 5 To create a jazz motif</p>	<p>Lesson 2 To recognise key elements of music.</p> <p>Lesson 3 To perform a vocal ostinato</p> <p>Lesson 4 To create and perform an ostinato.</p> <p>Lesson 5 To improve and perform a piece of music based around ostinatos.</p>	<p>To use musical vocabulary to identify features of different eras of music.</p> <p>Lesson 2 To improve accuracy in pitch and control, singing with expression and dynamics.</p> <p>Lesson 3 To identify pitches within an octave when singing.</p> <p>Lesson 4 To use knowledge of pitch to develop confidence when singing in parts.</p> <p>Lesson 5 To be able to notate a melody using pitches up to an octave</p>
Key skills	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Dynamics Tempo Timbre Texture Structure Notation</p>	<p>Listening composition duration dynamics pitch structure tempo texture timbre</p>	<p>Listening Composing Performing (singing) Performing (instrumental) History of Music Dynamics Tempo Timbre Texture</p>	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Dynamics Tempo Notation</p>	<p>Listening Performing (singing) History of Music Pitch Dynamics</p>
ASSESSMENT TASK	<p>Video the children responding to their score</p>	<p>Kapow post teaching assessment task.</p>	<p>Kapow post teaching assessment task Video examples of jazz motifs (if appropriate)</p>	<p>Kapow post teaching assessment task Video of final performances</p>	<p>Kapow post teaching assessment task Video mid unit singing (if appropriate)</p>

		Video children performing their group compositions			
--	--	--	--	--	--

	EYS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Summer 2 Unit title	Big Band	Orchestral Instruments (Theme: Traditional Western Stories)	Adapting and Transposing Motifs (Theme: Romans)	Samba and Carnival sounds and instruments (Theme: South America) Y4 unit	Composing and performing a leavers' song
Key vocabulary	<p>Week 1 Music; Musical instrument; Band; Sound; Shake; Tap; Bang; Strum; Jingle; Tempo; Dynamic; Pitch; Beat; Names of musical instruments</p> <p>Week 2 Music; Musical instrument; Orchestra; Sound; Tempo; Dynamic; Rhythm; Beat; Conductor; Wind; Strings; Brass; Percussion; Names of musical instruments</p>	Orchestra; instruments; strings; woodwind; brass; Percussion; vocals; sound; effect; timbre; dynamics; tempo	backing track; bass line; beat; call and response; compose; crotchet; dotted minim; flats; graphic notation; in-time; in-tune; key; key signature; loop; lyrics; minim; motif; notation; ostinato; pitch; quavers; repeating patterns; repetition; rhythm; rhythmic notation; riff; semibreve	Agogo; bateria; Caixa; carnival; chocalho; composition; crescendo; cowbell; dynamics; ensemble; features; ganza; influenced; metronome; off-beat; percussion; pulse; repique; rhythm; rhythmic break; Samba; Samba breaks; structure; surdo; syncopated rhythms; tamborim; texture; unison; untuned percussion	Allegro; arrangement; backing track; chorus; chord progression; compose; crescendo; diminuendo; dynamics; evaluate; forte; largo; lyrics; melody; mood; musical features; notation; piano; poetic; Structure; repetitive; rhyme; ritardando; tempo; sequence; stave notation; upbeat

	<p>Week 3 Music; Musical instrument; Beat; Names of musical instruments</p>				
	<p>Week 4 Music; Musical instrument; Orchestra; Sound; Tempo; Dynamic; Rhythm; Beat; Conductor; Wind; Strings; Brass; Percussion; Names of musical instruments</p>				
	<p>Week 5 Music; Musical instrument; Orchestra; Sound; Tempo; Dynamic; Rhythm; Beat; Conductor; Wind; Strings; Brass; Percussion; Names of musical instruments</p>				
LI's	<p>Lesson 1 To discuss what makes a musical instrument. To use recyclable materials to create a simple representation of a musical instrument.</p> <p>Lesson 2 To learn what an orchestra is. To learn about the four different groups of musical instruments.</p>	<p>Lesson 1 To listen to and analyse an orchestral version of a traditional story.</p> <p>Lesson 2 To listen to and analyse a film musical version of a traditional story.</p> <p>Lesson 3 To select appropriate sounds to match events, characters and feelings in a story.</p>	<p>Lesson 1 To sing in tune and in time.</p> <p>Lesson 2 To understand what a musical motif is.</p> <p>Lesson 3 To compose and notate a motif.</p> <p>Lesson 4 To develop and transpose a musical motif.</p>	<p>Lesson 1 To recognise and identify the main features of samba music.</p> <p>Lesson 2 To understand and play syncopated rhythms.</p> <p>Lesson 3 To play syncopated rhythms as part of a group.</p> <p>Lesson 4</p>	<p>Lesson 1 To listen to and describe music.</p> <p>Lesson 2 To write lyrics for a song.</p> <p>Lesson 3 To organise lyrics into a song structure.</p> <p>Lesson 4 To use vocal improvisation and known melodies against a backing track.</p>

	<p>Lesson 3 To copy and follow a beat. To follow a beat using an untuned instrument.</p> <p>Lesson 4 To experiment with playing tuned and untuned instruments. To play in time to familiar songs.</p> <p>Lesson 5 To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.</p>	<p>Lesson 4 To write a play script and select appropriate musical sounds to accompany it.</p> <p>Lesson 5 To perform a story script with accompanying music.</p>	<p>Lesson 5 To combine and perform different versions of a musical motif.</p>	<p>To compose a basic rhythmic break.</p> <p>Lesson 5 To perform rhythmic breaks within the samba piece.</p>	<p>Lesson 5 To compose a melody.</p> <p>Lesson 6: To compose a verse melody.</p>
<b>Key skills</b>	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Dynamics Tempo Timbre Texture Structure Notation</p>	<p>Listening Instrumental performance vocal performance timbre dynamics tempo</p>	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Notation</p>	<p>Listening Composing Performing (singing) Performing (instrumental) Dynamics Tempo Texture Structure</p>	<p>Listening Composing Performing (singing) Performing (instrumental) Pitch Duration Dynamics Tempo Texture Structure Notation</p>
<b>ASSESSMENT TASK</b>	<p>Video children performing their songs with instruments.</p>	<p>Kapow post teaching assessment task Video the children performing their play with music</p>	<p>Kapow post teaching assessment task Video final performances</p>	<p>Kapow post teaching assessment task A video of the final performance.</p>	<p>Kapow post teaching assessment task. Video final song(s).</p>