



# Music Ecclesfield Subject Overview 2025-2026

Musicianship delivered termly by Sheffield Music Hub teachers for Y1, 2, 4 and 6.

The music curriculum is taught progressively through three interrelated pillars:

- Technical

- Competence in controlling sound (instrumental, vocal or with music technology)
  - Use of a communication system, such as staff notation or guitar tab

- Constructive

- Knowledge of the musical elements/interrelated dimensions of music
  - Knowledge of the components of composition

- Expressive

- Musical quality
- Musical creativity
- Knowledge of musical meanings across the world and time

## Whole school listening and appraising.

Music will be played in classrooms as children enter in the morning.

Children will be given opportunities to discuss the music playing.

## Singing and listening in assemblies

Children will sing when entering and leaving assemblies.

Half termly singing assemblies for each key stage

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

	A1			A2		SPI		SP2		SUI		SU2
	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.											
FS Exp res siv e Art and De sig n	I've Got a Grumpy Face	The Sorcerers Apprentice	Witch Witch	Row, row, row your boat	Bird Spotting: Cuckoo Polka	Shake my Sillies Out	Up and Down	Five Fine Bumble Bees	Down There Under The Sea	It's Oh So Quiet	Slap, Clap, Clap	Bow, Bow, Bow Belinda
	The song <i>I've got a grumpy face</i> explores emotions and feelings using the voice and facial expressions. It provides the starting point for experimenting with timbre using voices and instruments, and composing new verses.	This unit is based around the piece <i>The sorcerer's apprentice</i> , by Paul Dukas. Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow). They	The unit is based around a call-and-response singing game that uses a simple and repetitive four-note tune to support the development of pitch matching. Pupils will also explore a range of voices, adopting different roles, and create simple accompan	<i>Row, row, row your boat</i> is a traditional song with rowing actions to mark the beat of the music. In this unit, pupils will explore a range of ways in which to experience the beat, identify and sing notes that move in step and leap, compose their own lyrics, and play	This listening unit is based on the theme of birdsong. Encourage your pupils to explore their voices by imitating the sounds of birds. Play a simple singing game based on the two-note 'cuckoo call'. Sharpen the children's	A catchy, alliterative 'wake up, shake up' song with actions, perfect for exploring pulse work. Use it to explore tempo, timbre, and playing with sounds. Go on to create a sound story with classroom percussion.		<i>Up and down</i> is a gentle action song with a rising and falling melody ideal for exploring pitch. In this unit, pupils will sing songs in steps using accompanying actions, and will go on to compose new lyrics and play simple melodies on pitched instruments.	<i>Five fine bumble bees</i> is a counting song with bags of 'buzz'! In this unit, children will learn to sing the song in call-and-response, and there are opportunities for adding percussion and creating minibeast soundscapes. The activities in the unit are great for	<i>Down there under the sea</i> paints a musical picture of marine life. The song and unit activities are great for exploring sea-themed soundscapes, composing new lyrics, creating instrumental sea accompaniments, and respondin	This unit is all about dynamics. We'll be listening to a fantastic and dynamically exciting song by the singer Björk called <i>It's oh so quiet</i> , as well as experiencing dynamics for ourselves with our bodies, voices, and with instrumen	<i>Slap clap clap</i> is a rhythmic action song in waltz time, great for using to support coordination and aid concentra

	<p><b>Musical focus:</b> Timbre, beat, pitch contour</p> <p><b>Pieces:</b> <i>I've got a grumpy face</i></p> <p>Children will be able to:</p> <p>Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with their voices and percussion instruments to create different feelings and moods.</p>	<p>will have the chance to compose using percussion instruments and respond creatively to music in the form of movement and writing.</p> <p><b>Musical focus:</b> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p><b>Pieces:</b> <i>The sorcerer's apprentice</i> by Paul Dukas.</p> <p>Most children</p>	<p>instruments as a group.</p> <p><b>Musical focus:</b> Call-and-response, pitch (la-so-mi-do), timbre.</p> <p><b>Piece:</b> <i>Witch, witch</i></p> <p>children will be able to:</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a four-note (la-so-mi-do) call-and-</p>	<p>a range of percussion instruments.</p> <p><b>Musical focus:</b> Beat, pitch (step/leap), timbre.</p> <p><b>Pieces:</b> <i>Row, row, row your boat</i></p> <p>Children will be able to:</p> <p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Play a steady beat on percussion instruments.</p> <p>Make up new lyrics and vocal sounds for different</p>	<p>listening skills with a game of bird spotting: listening out for the 'cuckoo call' in Johann Strauss II's lively <i>Cuckoo polka</i>. Then enjoy some expressive movement by encouraging the children to fly free to Vaughan Williams's <i>The lark ascending</i>.</p> <p><b>Musical focus:</b> Active listening, beat, pitch (so-mi), vocal play</p>	<p>pitch (higher/lower), tempo (slower/faster), beat.</p> <p><b>Pieces:</b> <i>Shake my sillies out</i>.</p> <p>Most children will be able to:</p> <p>Listen to music and show the beat with actions.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Create a sound story using instrumen</p>	<p><b>Musical focus:</b> Pitch contour (rising and falling).</p> <p><b>Pieces:</b> <i>Up and down</i>.</p> <p>Most children will be able to:</p> <p>Make up new lyrics and accompanying actions.</p> <p>Sing and play a rising and falling melody, following the shape with their voices and on tuned percussion.</p> <p>Use appropriat</p>	<p>understanding changes in tempo and going on to responding to music through movement.</p> <p><b>Musical focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>Pieces:</b> <i>Down there under the sea</i>.</p> <p>children will be able to:</p> <p>Improvise a vocal/physical soundscape about minibeasts.</p>	<p>g to music with movement.</p> <p><b>Musical focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>Pieces:</b> <i>Down there under the sea</i>.</p> <p>children will be able to:</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Most children</p>	<p>get creative with using dynamics for dramatic effect and tune our ears into listening for dynamic sounds in our everyday lives at home and at school.</p> <p><b>Musical focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p><b>Pieces:</b> <i>It's so quiet</i> by Björk.</p> <p>Most children</p>	<p>itself to playing clapping games and listening to a range of music in 3/4 time.</p> <p><b>Musical focus:</b> Music in 3-time, beat, composing and playing</p> <p><b>Pieces:</b> <i>Slap clap clap</i>.</p> <p>Children will be able to:</p> <p>Listen actively to music in 3/4 time.</p> <p>Compose a three-beat body percussion pattern and</p>	<p>new lyrics and actions.</p> <p><b>Musical focus:</b> Beat, active listening, instrumental accompaniment.</p> <p><b>Pieces:</b> <i>Row, row, row Belinda</i>.</p> <p>children will be able to:</p> <p>Invent and perform actions for new verses.</p> <p>Sing a song while performing a sequence</p>
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	<p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Mark the beat of the song with actions</p>	<p>will be able to:</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of</p>	<p>response song.</p>	<p>kinds of transport.</p>	<p><b>Pieces:</b> <i>Cuckoo polka</i> by Johann Strauss II and <i>The lark ascending</i> by Ralph Vaughan Williams.</p> <p>children will be able to:</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Develop 'active' listening skills by recognising the 'cuckoo call' in a</p>	<p>ts to represent different animal sounds/movements.</p> <p>Perform the story as a class.</p>	<p>e hand actions to mark changing pitch.</p>	<p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p>Listen to a piece of classical music and respond through dance.</p>	<p>Sing a song using a call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p>	<p>will be able to:</p> <p>Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.</p> <p>Explore dynamics with their voices and instruments.</p> <p>Play different instruments with control.</p> <p>Improvise music with different instruments,</p>	<p>perform it to a steady beat.</p> <p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Find the beat and perform a clapping game with a partner.</p>	<p>of dance steps.</p> <p>Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p> <p>Listen to and talk about folk songs from North America.</p>
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		ways e.g. movement, talking, writing.			piece of music (so-mi).  Enjoy moving freely and expressively to music.					following a conductor.  Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.		
<b>Vocabulary</b>	Key words	Key words	Key words	Key words	Key words	Key words	Key words	Key words	Key words	Key words	Key words	Key words
	<b>Pitch:</b> shape (contour), high/low  <b>Structure:</b> call-and-response  <b>Tempo:</b> beat <b>Timbre:</b> hard/soft, scratchy/smoother,	<b>Duration:</b> long/short.  <b>Dynamics:</b> louder/quieter.  <b>Pitch:</b> higher/lower.  <b>Tempo:</b> faster/slower.  <b>Timbre:</b> percussion	<b>Pitch:</b> high/low.  <b>Structure:</b> call-and-response, phrase.  <b>Tempo:</b> strong beat, pulse (the 'heartbeat' of the music).	<b>Duration:</b> beat, pulse, rhythm.  <b>Dynamics:</b> loud, quiet.  <b>Pitch:</b> stepping and leaping notes.	<b>Duration:</b> beat.  <b>Timbre:</b> vocal play to explore sounds the voice can make, cuckoo whistle, orchestra.  <b>Pitch:</b> cuckoo interval,	<b>Duration:</b> syncopation, rests.  <b>Dynamics:</b> louder, quieter.  <b>Pitch:</b> higher sounds, lower sounds.  <b>Structure:</b> verse and	<b>Dynamics:</b> louder, quieter.  <b>Pitch:</b> up, down, higher, lower, melody, interval, stepping notes, scale.  <b>Tempo:</b> pulse, beat, faster,	<b>Duration:</b> dotted rhythms, rest.  <b>Dynamics:</b> loud, quiet, louder, quieter.  <b>Pitch:</b> stepping notes, jumping	<b>Dynamics:</b> getting louder, getting quieter.  <b>Pitch:</b> stepping note, leap, notes C-D-E, higher, lower.  <b>Structure:</b> call-	<b>Dynamics:</b> <i>forte</i> (loud), <i>piano</i> (quiet), <i>crescendo</i> (getting louder), <i>diminuendo</i> (getting quieter).  <b>Timbre:</b> ringing, shake, scrape, tap, strike, drum, body percussion.	<b>Duration:</b> longer/shorter sound, waltz time (3/4 time).  <b>Timbre:</b> ringing, shake, scrape, tap, strike, drum, body percussion.	<b>Duration:</b> dotted notes, rhythm.  <b>Pitch:</b> higher, lower.  <b>Structure:</b> phrase.  <b>Tempo:</b> steady beat.

	etc.  <b>Other:</b> words that describe emotions and feelings e.g. angry, sad, happy, excited, silly etc.	instruments.  <b>Other:</b> storytelling, Classical music, composer, orchestra.	<b>Timbre:</b> scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names.  <b>Texture:</b> solo, together (unison), accompaniment.	<b>Other:</b> songwriting, improvise.	so-mi.  <b>Structure:</b> echo singing.	chorus.  <b>Tempo:</b> faster, getting faster, slower, getting slower.  <b>Timbre:</b> quality of sounds (e.g. squeaky, booming etc.).	slower.  <b>Timbre:</b> glockenspiel, chime bars, xylophone.	notes.  <b>Tempo:</b> fast, slow, faster, slower.  <b>Timbre:</b> quality of voice (e.g. squeaky, jerky, swishy).  <b>Other:</b> soundscape.	and-response.  <b>Tempo:</b> getting slower/faster.  <b>Timbre:</b> shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick.  <b>Other:</b> soundscape.			<b>Other:</b> percussion instruments, tuned (with notes), untuned (without notes).
<b>Performance</b>	Harvest Festival			Christmas Nativity		Spring showcase performance for children in KSI during assembly.			Spring showcase for whole school in assembly.			

Y1	<p>Each Y1 class will receive 1.5 terms of singing lessons from a Music Hub singing teacher covering pitch and rhythm and singing techniques.</p> <p>The other half of the year, each class will complete units from Sing Up.</p>				
	<p><b>The Menu Song</b></p> <p>This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p>	<p><b>Colonel Hathi's march</b></p> <p>This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as</p>	<p><b>Magical Musical Aquarium</b></p> <p>Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns. Children will work their way through a range of activities, including responding to music through moving, exploring</p>	<p><b>Football</b></p> <p><i>Football</i> is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower. This unit also contains progression snapshot 2, revisiting the song <i>Rain is falling down</i> covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term 3 in order to collect evidence of pupils' progress.</p> <p><b>Musical focus:</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C),</p>	<p><b>Sheffield Music Hub Singing Unit</b></p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.</p> <p>Pupils will be taught to identify changes in speed (<i>tempo</i>)</p> <p>Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> <li>• chants</li> <li>• rhythms</li> <li>• raps</li> <li>• body percussion</li> <li>• tongue twisters</li> </ul> <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p><b>Outcomes</b></p> <p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.</p> <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p>



	<p><b>Musical focus:</b> Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving). <b>Pieces:</b> <i>Menu song</i></p> <p>Children will be able to:</p> <p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Copy a leader in a call-and-response song, waiting their turn to sing.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Listen and move in time to the song.</p>	<p>well as responding to music through movement.</p> <p><b>Musical focus:</b> Beat, march, timbre, film music. <b>Pieces:</b> 'Colonel Hathi's march' from <i>The Jungle Book</i>.</p> <p>Children will be able to:</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Respond to musical characteristics through</p>	<p>the sound of instruments, listening and singing, and of course composing their own musical aquarium.</p> <p><b>Musical focus:</b> Timbre, pitch, structure, graphic symbols, classical music <b>Pieces:</b> 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns</p> <p>children will be able to:</p> <p>Experiment with sounds (timbre) to</p>	<p>progression snapshot 2. <b>Pieces:</b> <i>Football</i>.</p> <p>Children will be able to:</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p><b>Outcomes</b> Most students will be confident in singing at pitch in unison Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Structure</li> <li>• Tempo</li> <li>• Articulation</li> <li>• Expression</li> </ul> <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p>
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		<p>movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p>	<p>create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music</p>	<p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p><b>Outcomes</b></p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>
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			through movement.		
Vocabulary	<p>Key words</p> <p><b>Duration:</b> rhythm, rest, march on the beat</p> <p><b>Structure:</b> echo, call-and-response, cumulative</p> <p><b>Tempo:</b> beat</p> <p><b>Timbre/texture:</b> walking bass</p>	<p>Key words</p> <p><b>Duration:</b> march rhythm.</p> <p><b>Pitch:</b> low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre).</p> <p><b>Tempo:</b> beat (pulse).</p> <p><b>Timbre:</b> low instrument (tuba), high</p>	<p>Key words</p> <p><b>Dynamics:</b> soft, loud</p> <p><b>Tempo:</b> fast, slow</p> <p><b>Structure:</b> ternary form (ABA)</p> <p><b>Timbre:</b> untuned/tuned percussion instruments</p> <p><b>Other:</b> compose, graphic symbol</p>	<p>Key words</p> <p><b>Duration:</b> beat, rhythm, rest.</p> <p><b>Pitch:</b> mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns.</p> <p><b>Structure:</b> ostinato (repeating pattern), echo, call-and-response.</p> <p><b>Tempo:</b> steady beat.</p>	

		instrument s (glockenspiel, flute/piccolo), drum, military band.					
Performance	Harvest  Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.  Christmas Concert Performance	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	End of year music showcase.	

Y2 Sheffield Singing Hub Expert Teacher Aims and Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Sheffield Music Hub Singing Unit</p> <p><b>Musical Focus</b>  Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.  Pupils will be taught to identify changes in speed (<i>tempo</i>)  Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests  Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> <li>• chants</li> <li>• rhythms</li> <li>• raps</li> <li>• body percussion</li> <li>• tongue twisters</li> </ul> <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music  Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p><b>Outcomes</b>  Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices  Some students will identify the difference between a pulse and rhythm and show this in practice  Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p>					

Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used.

Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.

Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy

Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison

Pupils will create, select and combine sounds using the inter-related dimensions of music

### **Outcomes**

Most students will be confident in singing at pitch in unison

Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)

Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs

Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique

Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes

Pupils will learn to identify different inter-related dimensions of music including

- Dynamics
- Structure
- Tempo
- Articulation
- Expression

by experimenting with them in song

Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applause

	<p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p><b>Outcomes</b></p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>				
<b>Performance</b>	Harvest Festival	Christmas Performance Preparation KSI	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents.	End of year performance for parents.

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p><b>Glockenspiel</b></p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity to listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the</p>	<p><b>I've Been To Harlem</b></p> <p>A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p> <p><b>Musical focus:</b> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. <b>Pieces:</b> <i>I've been to Harlem</i></p> <p>children will be able to:</p> <ul style="list-style-type: none"><li>• Compose a pentatonic ostinato.</li></ul>	<p><b>Ukulele</b></p> <p>Latin dance is part of a series of songs composed for the purposes of learning ukulele with primary-aged pupils. Beginning with just one note – the note A – pupils can get playing quickly, moving on to the notes E and F, then to the chords A minor and F major. During the unit, pupils will learn to dance salsa, play a clave rhythm, learn to sing/play the song, and compose a piece for themselves to play.</p>	<p><b>Mingulay boat song and Nao chariya de</b></p> <p>This unit is based around two songs that were originally sung by boatmen. <i>Nao chariya de</i> – a Bengali folk song and <i>Mingulay boat song</i>, which is Scottish. Pupils will compare the two pieces to identify similarities and differences between them.</p> <p><b>Musical focus:</b> Ben</p>	<p><b>Sound Symmetry</b></p> <p>Get reflective on all things symmetrical and develop musical learning based on pupils' understanding in maths. This unit takes symmetry as the inspiration for exploring structure in music, and is the basis for composing original music using similar concepts.</p> <p><b>Musical focus:</b> Structure (symmetry)</p>	<p><b>March from The Nutcracker</b></p> <p>This unit is based upon the 'March' from <i>The Nutcracker</i> by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes. Veering away from the nutcracker story, this unit explores the character and flow of each musical section and focuses on showing how the</p>	<p><b>Fly With The Stars</b></p> <p><i>Fly with the stars</i> is a song in an electronic dance style, based on a verse/chorus structure using two chords – A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills using these durations and chords to create an accompaniment for the song. The unit will conclude with a performance of their own arrangement of the song using voices and</p>



	<p>children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments correctly, achieving a good tone from the instruments.</p> <p>Recognise and play Middle C, D, E, F, G, A, B, C on the glockenspiel.</p>	<ul style="list-style-type: none"> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>		<p>gali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. <b>Pieces:</b> <i>Nao chariyade</i> and <i>Mingulay boat song</i>.</p> <p>children will be able to:</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different</p>	<p>and pattern in melody, ternary form), melody, accompaniment.</p> <p>children will be able to: Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>music might look or move if it were visible. Drawing on different pieces of art, as well as varying styles of movement, children will discover how the abstract nature of music can be analysed and experienced.</p> <p>Musical focus: Ron do structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p>	<p>classroom percussion.</p> <p><b>Musical focus:</b> Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3. <b>Pieces:</b> <i>Fly with the stars</i>.</p> <p>Children will be able to: Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>
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				<p>places in the world, use different instruments, have a different beat, and are different speeds. Use some music vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p>		<p>Pieces: 'March' from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</p> <p>Children will be able to: Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving</p>	
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						with a partner.	
	<p><b>Key words</b>  <b>Pitch:</b> note, high, low  <b>Structure:</b> call-and-response.  <b>Tempo:</b> beat/pulse.  <b>Other:</b> improvise, compose</p>	<p><b>Key words</b>  <b>Pitch:</b> pentatonic scale, note clusters, chords.  <b>Structure:</b> ostinato, echo, phrase, call-and-response.  <b>Tempo:</b> beat.  <b>Texture:</b> unison, round, accompaniment.  <b>Other:</b> improvise, compose, ensemble.</p>	<p><b>Key words</b>  <b>Duration:</b> beat/pulse, syncopated rhythm semibreve (4 beats), 4/4, bar  <b>Pitch:</b> notes (a, e, f), chords (Am, F), melody, part, major, minor  <b>Structure:</b> intro, break, outro, verse, chorus  <b>Texture:</b> layering of parts, solo, group, bass, chord, melody  <b>Timbre:</b> ukulele, piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos, chucking (palm mute), up strum, down strum, pick, percussion  <b>Style:</b> Latin, dance, salsa  <b>Other:</b> Ukulele tab, stave, Latin America, Hawaii</p>	<p><b>Key words</b>  <b>Duration:</b> time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar).  <b>Tempo:</b> faster, slower.  <b>Structure:</b> verse, chorus.  <b>Pitch:</b> melody, harmony.  <b>Timbre:</b> acoustic/electric instruments,</p>	<p><b>Key words</b>  <b>Duration:</b> rhythm.  <b>Pitch/texture:</b> melody, accompaniment.  <b>Structure:</b> symmetry in a melody, pattern in a melody, phrase, ABA ternary form.  <b>Other:</b> compose, audience, symmetry, 2- and 3-D shapes (rectangles, squares, circles, triangles, cuboids, pyramids, and spheres), line/plane</p>	<p><b>Key words</b>  <b>Duration:</b> beat.  <b>Pitch:</b> higher, lower.  <b>Structure:</b> rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer (an opening phrase that offers a musical question, which is followed by a</p>	<p><b>Key words</b>  <b>Duration:</b> beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh'), 4/4, bar (4 beats), rhythm.  <b>Pitch:</b> chords (A minor/Am, C major/C), drone.  <b>Structure:</b> intro, verse, chorus, call-and-response, chord pattern.  <b>Timbre:</b> drums, shakers, tuned percussion.</p>

				<p>traditional /modern instrument s, guitars (acoustic, electric), small guitar like instrument , electric bass, keyboard, voice, flute, hand drum, ektara.</p> <p><b>Other:</b> tra ditional/co mposed song, folk music.</p>	<p>symmetry, pattern.</p>	<p>different second phrase forming an answer), phrase.</p> <p><b>Timbre:</b> <i>st accato</i> (short, detached notes to create a 'spiky' sound/articulation).</p> <p><b>Other:</b> orche stral suite, ballet.</p>	
Performance	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Sheffield Music Hub Singing Unit</b>  Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.  Pupils will be taught to identify changes in speed (<i>tempo</i>)</p>					

Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests  
Pupils will use their voices expressively and creatively using

- chants
- rhythms
- raps
- body percussion
- tongue twisters

Pupils will learn to experiment with sounds using the inter-related dimensions of music

Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening

### **Outcomes**

Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices

Some students will identify the difference between a pulse and rhythm and show this in practice

Some students might need support to use notation including crochets, quavers and rests

Pupils will understand the relationship between higher and lower notes.

Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used.

Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.

Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy

Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison

Pupils will create, select and combine sounds using the inter-related dimensions of music

### **Outcomes**

Most students will be confident in singing at pitch in unison

Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)

Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs

Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique

Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes

Pupils will learn to identify different inter-related dimensions of music including

	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Structure</li> <li>• Tempo</li> <li>• Articulation</li> <li>• Expression</li> </ul> <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p><b>Outcomes</b></p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>				
<b>Performance Opportunities</b>	<b>Harvest Festival</b>	<b>Autumn Performance video to be shared with parents.</b>	<b>Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.</b>	<b>Reflect Rewind and Replay – children to select their favourite songs from the year and perform for children at Coit.</b>	<b>End of year performance for parents including opportunities for small groups and possible solo performances.</b>



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
	<p><b>Ukulele – Fly With The Stars</b></p> <p><i>Fly with the stars</i> is the second song in a 4-part series of songs for the purposes of learning ukulele with primary-aged pupils. If this is your first time working with the instrument, you might prefer to begin with <a href="#">Play Ukulele 1: Latin dance</a>.</p> <p><i>Fly with the stars</i> is based on a verse/chorus structure using A minor and C major chords in an electronic dance style, and begins with just two notes – the notes C and A – allowing pupils to get playing quickly. During the unit, which could last between half and a whole term, pupils will develop their playing skills, begin to recognise aurally, and in notated form, the notes C, D, E (do, re, mi) and use them to compose with.</p>	<p><b>Music Technology – Hip Hop</b></p> <p>In this unit, your students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga’s online music studio. Create with YuStudio’s Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p>	<p><b>What Shall We Do With The Drunken Sailor?</b></p> <p><i>What shall we do with the drunken sailor?</i> is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect</p>	<p><b>Why We Sing</b></p> <p>This listening unit is based around the Gospel song <i>Why we sing</i> by Kirk Franklin. The song originally comes from the album <i>Kirk Franklin and the Family</i> from 1993, however this activity is based around a live video recording from inside a church, with a congregati</p>	<p><b>Introduction to Songwriting</b></p> <p>Songwriting can sometimes appear daunting. This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs.</p> <p><b>Musical focus:</b> Structure (verse/chorus), hook,</p>	<p><b>Glockenspiel</b></p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music.</p>	

			<p>evidence of pupils' progress.</p> <p><b>Musical focus:</b> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p><b>Pieces:</b> <i>What shall we do with the drunken sailor?</i></p> <p>Most children will be able to:</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Keep the beat playing a 'cup' game.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Talk about the purpose of sea shanties and describe some of the</p>	<p>on. The video is a good starting point for talking about the places where we make music, and the differences between performing for an audience and singing as a part of worship or celebration . Activity in the unit will explore other examples of Gospel music and gives opportunities for developing singing in</p>	<p>lyric writing, melody. children will be able to: Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can be developed into fully-fledged songs. Listen and appraise, identifying the structure of songs</p>	<p>Children will be able to:</p> <p>Hold beaters and instruments confidently, achieving a good tone from the instruments.</p> <p>Recognise, play and write Middle C, D, E, F, G, A, B, C using musical notation.</p>
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			<p>features using music vocabulary.</p>	<p>a Gospel style.</p> <p><b>Musical focus:</b> Gospel music, instruments, structure, texture, vocal decoration.</p> <p><b>Piece:</b> <i>Why we sing</i> by Kirk Franklin.</p> <p>children will be able to: Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify</p>	<p>and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p>	
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				<p>key elements that give the music its unique sound. Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) Develop and practise techniques for singing and performing in a Gospel style.</p>		
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Vocabulary	<p><b>Key words</b></p> <p><b>Duration:</b> beat/pulse, crotchet (action word = walk), quavers (action words = jogging), minim (action word = stride), semibreve (action word = wade), crotchet rest (action word = shh), 4/4</p> <p><b>Pitch:</b> notes (a, e, c), chords (A minor/Am, C major/C)</p> <p><b>Structure:</b> intro, verse, chorus, call-and-response, phrase, part</p> <p><b>Timbre:</b> strum (down strum, up strum), pick</p> <p><b>Other:</b> improvise ('doodle'), pitch words: mi-re-do (m-r-d)</p>	<p><b>Key Words</b></p> <p>Bar</p> <p>Tempo</p> <p>Octave</p> <p>Structure</p> <p>Articulation</p> <p>Timbre</p> <p>Pitch</p>	<p><b>Key words</b></p> <p><b>Duration:</b> 4/4 time signature, crotchet, quavers, semiquavers.</p> <p><b>Pitch:</b> melody, chords, bass note, major, minor.</p> <p><b>Tempo:</b> beat, steady beat.</p> <p><b>Other:</b> sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.</p>	<p><b>Key words</b></p> <p><b>Dynamics:</b> quiet, louder, getting louder (<i>crescendo</i>).</p> <p><b>Pitch:</b> melody, harmony, high voices and low voices.</p> <p><b>Structure:</b> call-and-response, spoken interludes, phrase.</p> <p><b>Texture:</b> unison (singing same melody), homophonic (singing in harmony).</p> <p><b>Timbre:</b> choir, male</p>	<p><b>Key words</b></p> <p><b>Duration:</b> rhythm, beat.</p> <p><b>Pitch:</b> melody, hook, chords, riff.</p> <p><b>Structure:</b> verse, chorus, bridge/middle eight, introduction (intro), ending (outro).</p> <p><b>Texture:</b> solo, echo, melody and accompaniment, homophonic (moving together).</p> <p><b>Other:</b> lyrics, rhyme,</p>	<p><b>Key words</b></p> <p><b>Pitch:</b> note, high, low</p> <p><b>Structure:</b> call-and-response.</p> <p><b>Tempo:</b> beat/pulse.</p> <p><b>Other:</b> improvise, compose</p>
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					and female voices, congregation, electric piano, bass guitar, drum kit.  <b>Other:</b> music for praise, Gospel, spiritual, expression, <i>legato</i> , slide ( <i>glissando</i> ), note bend, decoration, diction, articulation.	phrase, metaphor.	
Performance	Harvest Festival singing performance	Christmas repertoire performance video to be shared with parents.	Spring showcase for children in school.	Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.	Reflect Rewind and Replay – children to select their favourite songs from the year and perform for children at Coit.	End of year performance for parents including opportunities for small groups and possible solo performances.	



Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Sheffield Music Hub Singing Unit</b></p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.</p> <p>Pupils will be taught to identify changes in speed (<i>tempo</i>)</p> <p>Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> <li>• chants</li> <li>• rhythms</li> <li>• raps</li> <li>• body percussion</li> <li>• tongue twisters</li> </ul> <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p><b>Outcomes</b></p> <p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.</p> <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p><b>Outcomes</b></p> <p>Most students will be confident in singing at pitch in unison</p> <p>Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p>					

	<p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Structure</li> <li>• Tempo</li> <li>• Articulation</li> <li>• Expression</li> </ul> <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p><b>Outcomes</b></p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>					
	Harvest Festival singing performance	Christmas repertoire performance video	Spring showcase for children in school.	Spring performance video to be shared with parents	Reflect Rewind and Replay – children to select their favourite	End of year performance for parents including

		<i>to be shared with parents.</i>		<i>including opportunities for small groups and possible solo performances.</i>	<i>songs from the year and perform for children at Coit.</i>	<i>opportunities for small groups and possible solo performances.</i>
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