

Music coverage Phase 1 - 2018 - 2019

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 and 2	<p><u>All About Me</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes (body music e.g. clicking, different ways of using voices, clapping rhythms)</p>	<p><u>Let's Celebrate</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas nativity)</p>	<p><u>London Calling</u> To play tuned and untuned instruments musically – ocarina.</p>	<p><u>Super Heroes</u> To play tuned and untuned instruments musically – ocarina.</p>	<p><u>Food, Glorious Food</u> Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><u>Carnival</u> To experiment with, create, select and combine sounds using inter-related dimensions.</p>
Year 3 and 4	<p>To develop an understanding of the history of music</p> <p>Medieval Renaissance and Baroque</p>	<p>To develop an understanding of the history of music</p> <p>Classical, Romantic and 20th Century</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ukulele</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ukulele</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Duration, Dynamics, Tempo, Timbre</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Texture, pitch, structure</p>
Year 5 and 6	<p>To develop an understanding of the history of music</p> <p>Medieval Renaissance and Baroque</p>	<p>To develop an understanding of the history of music</p> <p>Classical, Romantic and 20th Century</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ukulele</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ukulele</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Duration, Dynamics, Tempo, Timbre</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Texture, pitch, structure</p>

Music coverage Phase 2 - 2019 - 2020

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	<p><u>We're Worth It!</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes (body music e.g. clicking, different ways of using voices, clapping rhythms)</p>	<p><u>Toy Story</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas nativity)</p>	<p><u>Super Safari</u> To play tuned and untuned instruments musically – ocarina.</p>	<p><u>Kings and Queens</u> To play tuned and untuned instruments musically – ocarina.</p>	<p><u>Wonderful World</u> Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><u>Let's Go on Holiday</u> To experiment with, create, select and combine sounds using inter-related dimensions.</p>
2	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</p> <p>World Beats – Sound explorers, Ghana, Japan</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</p> <p>World Beats – Brazil, Cuba, India</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Recorders</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Recorders</p>	<p>To use and understand staff and other musical notations</p>	<p>To listen with attention to detail and recall sounds with increasing aural memory</p>
3	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</p> <p>World Beats – Sound explorers, Ghana, Japan</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</p> <p>World Beats – Brazil, Cuba, India</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Recorders</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Recorders</p>	<p>To use and understand staff and other musical notations</p>	<p>To listen with attention to detail and recall sounds with increasing aural memory</p>