

National Curriculum Links	As Musicians we are getting better at:	Success criteria (differentiated)	Activities to develop this learning	Cross curricular – including school values
<p>Foundation Stage</p>	<p>Listening to music from World War 2</p> <p>Dancing to music from World War 2</p>	<p>30-50</p> <p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60</p> <p>Creates simple representations of events, people and objects. -Initiates new combinations of movement and gesture to express and respond to feelings, ideas and experience.</p>	<p>Listen to music from World War Two- Can we hear the different tempos? Do we like the Charleston? How does it make us feel? Does it make you want to dance?</p> <p>Can you paint picture of how you feel?</p> <p>Christmas Play songs-can we learn to sing from memory? Can we sing with pitch?</p>	<p>EAD PD</p>
<p>KS1</p>	<p>Listening to music from World War 2</p>		<p>Watch Dance from WW2 Movie Clip. See above questions plus: What instruments can the children hear? What is the tempo?</p>	

	<p>Composing our own repeated rhythms</p> <p>Playing a repeated rhythm within a group</p> <p>Composing our own repeated rhythms</p> <p>Composing our own melodies</p>	<p><b>Y1 Musician</b>  <b>I can use instruments to perform.</b></p> <ul style="list-style-type: none"> <li>•I can clap short rhythmic patterns.</li> <li>•I can make different sounds with my voice and with instruments.</li> <li>•I can repeat short rhythmic and melodic patterns.</li> <li>•I can make a sequence of sounds.</li> <li>•I can respond to different moods in music.</li> <li>•I can say whether I like or dislike a piece of music.</li> <li>•I can choose sounds to represent different things.</li> <li>•I can follow instructions about when to play and sing.</li> </ul> <p><b>Y2 Musician</b></p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <ul style="list-style-type: none"> <li>•I can play simple rhythmic patterns on an instrument.</li> <li>•I can sing or clap increasing and decreasing tempo.</li> <li>•I can order sounds to create a beginning, middle and an end.</li> <li>•I can create music in response to different starting points.</li> <li>•I can choose sounds which create an effect.</li> <li>•I can use symbols to represent sounds.</li> <li>•I can make connections between notations and musical sounds.</li> </ul>	<p>Play different clip... Can they hear different instruments? Rhythms? Can they hear a melody? Can they rhythms? Are they repeated? What is the tempo? Can they hear loud and quiet? At the end of music? Using instruments- can children keep the pulse to each piece of music. Which is has the slowest beat? Fastest ?</p> <p>Lesson 2  T model creating own rhythmic pattern using drums . Call and response- T play rhythm and children play back. Go round circle- each child compose rhythm and class play back.</p> <p>Can we increase and decrease tempo?</p> <p>Lesson 3</p> <p>Show PPT of different rhythms  Can children play together as a class? Have lots of fun!! ACC to children's ability, add 2/ 3 layers played simultaneously.</p> <p>Group Challenge: can the children compose their own rhythms and play as part of a group? Choose different pitches of instruments for effects- chime bars, cow bells, guiros etc T model simple notation to represent rhythms e.g ----- long sound ---- ---- middle length sound - - - short sound Can they create their own score to follow?.</p> <p>Perform to class and record on ipad for website</p> <p>Lesson 4  Listen to melody of Charleston. Using recorders/ keyboards/ tuned instruments- compose own repeated melody in small groups ( T support)</p> <p>Each group perform to class- other children accompany with simple repeated rhythm. Record on ipad and add to website for evidence</p> <p>Christmas Play- can we learn our new songs and sing with good sense pf pitch?</p>	
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	Composing class melody	<ul style="list-style-type: none"> <li>•I can listen out for particular things when listening to music.</li> <li>•I can improve my own work.</li> </ul>		
Lower KS2	<p>Appraising music from the War</p> <p>Composing repeated rhythms/ melodies</p> <p>Reading note values</p>	<p>Year 3 Musicians</p> <p>I can create repeated patterns with my ukulele</p> <ul style="list-style-type: none"> <li>•I can create accompaniments for my ukulele</li> <li>•I can use musical words to describe a piece of music and compositions.</li> <li>•I can use musical words to describe what I like and do not like about a piece of music.</li> </ul> <p>Year 4 musician</p> <ul style="list-style-type: none"> <li>• I can perform a simple part rhythmically.</li> <li>• I can sing songs from memory with accurate pitch.</li> <li>• I can improvise using repeated patterns.</li> <li>• I can use notation to record and interpret sequences of pitches.</li> <li>• I can use notation to record compositions in a small group or on my own.</li> </ul>	<p>Wider Opportunities Mr Farmer Ukuleles</p> <p>Christmas Play- songs</p>	

	<p>Recording note values</p> <p>Composing own melodies</p> <p>Reading pitches of notes on the stave</p> <p>Composing a class Christmas Song</p>	<p>I can explain how many beats a crotchet, quaver, minim and semi quaver are worth.</p> <p>I can independently/ with support read and write musical notes onto the stave.</p>		
<p><b>Upper KS2</b></p>		<p><b>Year 5 Musician</b></p> <ul style="list-style-type: none"> <li>• I can perform a simple part rhythmically.</li> </ul> <p>I can sing songs from memory with accuracy</p> <p>I can improvise using repeated patterns.</p> <p>I can use notation to record and interpret</p> <p>I can use notation to record compositions my own.</p>	<p>Mr Farmer Ukuleles Wider OPPS</p> <p>Christmas PLay</p>	<p>PE</p>

		<p>I can maintain my part whilst others are performing their part.</p> <ul style="list-style-type: none"> <li>• I can improvise within a group using melodic and rhythmic phrases.</li> <li>• I can change sounds or organise them differently to change the effect.</li> </ul> <p><b>Year 6 Musician</b></p> <ul style="list-style-type: none"> <li>• I can use notation to record groups of pitches (chords).</li> <li>• I can play my ukulele skillfully</li> </ul> <p><b>I can perform parts from memory.</b></p> <ul style="list-style-type: none"> <li>• I can take the lead in a performance.</li> </ul> <ul style="list-style-type: none"> <li>• I can analyse features within different pieces of music.</li> </ul>		
<p><b>Diversity:</b> Diversity of music around the world during World War Two</p>		<p><b>Environment:</b></p>	<p><b>Enterprise:</b></p>	

