



Composing					
<p>Improvise using Question and Answer/Call and Response techniques. Create vocal sound effects to accompany visual stories. Use simple graphic notation</p>	<p>Create music to accompany made up stories e.g. Thunder storm, trip to the park. Introduce tuned and untuned percussion. Use graphic and dot notation to identify pitch movement</p>	<p>Become more confident at improvising on the spot, using voices, tuned and untuned percussion instruments. Introduce structure, beginning, middle, end.</p>	<p>Improvise on a pentatonic scale n tuned percussion instruments. Create music to convey a specific mood or scene. Introduce staff notation.</p>	<p>Improvise over a groove, responding to the beat and feel of the music. Use a wide range of inter related elements of music (pitch, dynamics, timbre, tempo, duration, texture, structure)</p>	<p>Create music and lyrics, using ukuleles to accompany songs. Include both repetition and contrast. Extend improvised melodies</p>
Musicianship					
<p><b>Beat.</b> Move and clap to the Beat as a group. <b>Rhythm.</b> Perform led copycat rhythms. Perform ostinato. Use word patterns to create rhythms. <b>Pitch.</b> Create high and low sounds. Do sound walks around the school and discuss sounds collected along the way</p>	<p><b>Beat.</b> Explore changing beat in music. Identify beat groupings and meter. <b>Rhythm.</b> Create rhythms for a partner to copy. <b>Pitch.</b> Sing back and match voice to changing pitch patterns. Recognise dot notation using voices or tuned percussion instruments</p>	<p>Review and repeat skills of musicianship learned in Years 1 and 2 Introduce the remaining interrelated elements of music: dynamics, timbre, texture, structure.</p>	<p>Review and repeat skills of musicianship learned in Years 1 and 2 Introduce the remaining interrelated elements of music: dynamics, timbre, texture, structure.</p>	<p>Review and repeat skills of musicianship learned in Years 1 and 2 Introduce the remaining interrelated elements of music: dynamics, timbre, texture, structure.</p>	<p>Review and repeat skills of musicianship learned in Years 1 and 2 Introduce the remaining interrelated elements of music: dynamics, timbre, texture, structure.</p>

**Performing**

<p>Regular performances in both formal and informal settings, encouraging peer feedback. Develop stagecraft, engaging and acknowledging the audience. Where possible, collaborate with other classes and groups of performers.</p>	<p>Regular performances in both formal and informal settings, encouraging peer feedback. Develop stagecraft, engaging and acknowledging the audience. Where possible, collaborate with other classes and groups of performers.</p>	<p>Learn to play the ocarina and create numerous performance possibilities, both formal and informal. Encourage peer feedback. Introduce staff notation.</p>	<p>Learn to play the glockenspiel. Perform individually, as part of a small group and as a whole class. Encourage peer feedback. Create a class performance that combines both improvised and pre learned sections. Rondo form.</p>	<p>Learn to play the recorder, introducing a wider range of staff notation. Encourage peer feedback. Provide regular performance possibilities in both formal and informal settings.</p>	<p>Learn to play the ukulele. Perform songs using 3 and 4 chords and unison melody lines. Write and perform our own blues songs.</p>
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**Vocabulary**

Beat, Pulse, Tempo, Rhythm, Melody