

St Edward's Music Overview

EYFS	<p>Development Matters 2021</p> <p>3 and 4-year-olds will be learning to: Sing a large repertoire of songs. Know many rhymes. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> <p>Reception: Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>		
	Autumn	Spring	Summer
Nursery	<p><u>Hearing & Listening</u> Foundations for phonics activities <u>Vocalising & Singing</u> <i>*see EYFS Nursery Rhyme & Song Progression*</i> Learning and reciting familiar nursery rhymes Learning and singing action songs linked to themes and different areas of learning <u>Moving & Dancing</u> Action songs; Super Simple songs; Sticky kids programmes <u>Exploring & playing</u> Phonics: instrumental sounds, body percussion</p> <p>Christmas Nativity: 'The Nursery Rhyme Nativity'.</p>	<p><u>Hearing & Listening</u> Foundations for phonics activities <u>Vocalising & Singing</u> <i>*see EYFS Nursery Rhyme & Song Progression*</i> Learning and reciting familiar nursery rhymes Learning and singing action songs linked to themes and different areas of learning <u>Moving & Dancing</u> Action songs; Super Simple songs; Sticky kids programmes <u>Exploring & playing</u> Playing games with the instruments;</p>	<p><u>Hearing & Listening</u> Foundations for phonics activities <u>Vocalising & Singing</u> <i>*see EYFS Nursery Rhyme & Song Progression*</i> Learning and reciting familiar nursery rhymes Learning and singing action songs linked to themes and different areas of learning <u>Moving & Dancing</u> Action songs; Super Simple songs; Sticky kids programmes <u>Exploring & playing</u> Access to percussion instruments outside</p>
Reception	<p>SING-UP - musical learning/focus:</p> <ul style="list-style-type: none"> • Timbre, beat, pitch contour. • Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. • Call-and-response, pitch (la-so-mi-do), timbre. • Beat, pitch (step/leap), timbre <p><i>*see EYFS Nursery Rhyme & Song Progression*</i></p> <p>Christmas Nativity – singing & performing</p>	<p>SING-UP - musical learning/focus:</p> <ul style="list-style-type: none"> • Active listening, beat, pitch (so-mi), vocal play • Timbre, pitch (higher/lower), tempo (faster/slower), beat. • Pitch contour rising and falling, classical music. • Timbre, tempo, structure (call-and-response), active listening. <p><i>*see EYFS Nursery Rhyme & Song Progression*</i></p>	<p>SING-UP - musical learning/focus:</p> <ul style="list-style-type: none"> • Timbre, structure, active listening, tune moving in step (stepping notes), soundscape • Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. • Music in 3-time, beat, composing and playing. • Beat, active listening, instrumental accompaniment. <p><i>*see EYFS Nursery Rhyme & Song Progression*</i></p>

Key Stage 1	National Curriculum Key Stage 1 – subject content:		
	Pupils should be taught to: <ul style="list-style-type: none">use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musicallylisten with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music.		
Model Music Curriculum Key Stage 1			
<p>The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:</p> <ol style="list-style-type: none">SingingListeningComposingMusicianship: pulse/beat, rhythm, pitch <p>The MMC guidance covers the skills of the four areas.</p> <p>Within each of these areas are some suggested repertoire choices to support teachers in delivering the curriculum and suggested approaches to demonstrate the way in which musical listening, meaning, performance and composition are linked.</p> <p>Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Songs, chants and listening to repertoire are suggested as a starting point.</p> <p>Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening.</p> <p>Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures.</p> <p>Pupils will build musical confidence through active engagement with music as performers, music-creators and audience.</p>			
	Autumn	Spring	Summer
Year 1	<p>FOCUS 1 : <i>Active listening, beat, echo singing, showing pitch moving</i></p> <p>OBJECTIVES: • Participate in creating a group performance. • Sing a cumulative song from memory. • Play instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song.</p> <p>FOCUS 2: <i>Beat, march, timbre, film music.</i></p> <p>OBJECTIVES: • Compose music to march using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary.</p> <p>FOCUS 3: <i>Timbre, pitch, structure, graphic symbols, classical music.</i></p> <p>OBJECTIVES: • Experiment with sounds (timbre) to create music and record using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to ‘Aquarium’, reflecting the character of the music through movement.</p> <p>Advent Liturgy & Nativity</p>	<p>FOCUS 1: <i>Beat, ostinato, pitched/unpitched patterns, mi-re-do</i></p> <p>OBJECTIVES: • Compose word patterns in groups and melodies in pairs using mi-re-do • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words • Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>FOCUS 2: <i>Beat, active listening 20th century classical music.</i></p> <p>OBJECTIVES: • Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture.</p> <p>FOCUS 3: <i>Question-and-answer, timbre, graphic score.</i></p> <p>OBJECTIVES: • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound.</p>	<p>FOCUS 1: <i>Active listening, electronic music.</i></p> <p>OBJECTIVES: • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>FOCUS 2: <i>Mood, tempo, dynamics, rhythm, timbre, dot notation.</i></p> <p>OBJECTIVES: • Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.</p> <p>FOCUS 3: <i>Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills.</i></p> <p>OBJECTIVES: • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.</p>

Year 2	<p>FOCUS 1 : Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion</p> <p>OBJECTIVES: • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.</p> <p>FOCUS 2: Timbre, tempo, dynamics, pitch, classical music</p> <p>OBJECTIVES: • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement</p> <p>FOCUS 3: Composing using a non-musical stimulus, creating music inspired by birds/birdsong, improvising and playing a solo</p> <p>OBJECTIVES: • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.</p> <p>Advent Liturgy & Nativity</p>	<p>FOCUS 1 : Duration, unison, round</p> <p>OBJECTIVES: • Compose 4-beat patterns to create a new rhythmic accompaniment • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p> <p>FOCUS 2: Beat, rhythm, repetition, structure, 20th century classical music</p> <p>OBJECTIVES: • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns</p> <p>FOCUS 3: To create music inspired by train travel, volume/dynamic, speed/ tempo</p> <p>OBJECTIVES: • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles.</p>	<p>FOCUS 1 : 2 & 3 time, beat, beat groupings, 20th century classical music.</p> <p>OBJECTIVES: • Create action patterns in 2 & 3 time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop.</p> <p>FOCUS 2: To create music to accompany a short film featuring Charlie Chaplin, pitch, duration, dynamics/volume.</p> <p>OBJECTIVES: • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics</p> <p>FOCUS 3: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns</p> <p>OBJECTIVES: • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>
Key Stage 2	<p>National Curriculum Key Stage 2 – subject content:</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">✚ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression✚ improvise and compose music for a range of purposes using the inter-related dimensions of music✚ listen with attention to detail and recall sounds with increasing aural memory✚ use and understand staff and other musical notations✚ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians✚ develop an understanding of the history of music.		
<p>Model Music Curriculum Key Stage 2</p> <p>The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:</p> <ol style="list-style-type: none">1. Singing2. Listening3. Composing: improvise, compose4. Performing <p>The MMC at Key Stage 2 reflects the importance of these school years in terms of music progression. The key skills and techniques learnt build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3, and while singing remains a key thread throughout Key Stage 2 the model curriculum will support other aspects of music making. Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence, and songs, chants and listening repertoire are suggested as a starting point. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening.</p> <p>Pupils will create music through improvisation, exploring how to write music for a specific purpose.</p>			

	Autumn	Spring	Summer
Year 3	<p>FOCUS 1 : Pitch shape, ostinato, round, pentatonic, call-and-response</p> <p>OBJECTIVES : • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.</p> <p>FOCUS 2 : Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p>OBJECTIVES : • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place.</p> <p>FOCUS 3 : Structure, melody, accompaniment.</p> <p>OBJECTIVES : • 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>Advent Liturgy & Nativity</p>	<p>FOCUS 1 : Salsa, beat, clave rhythm, timbre, chords, rhythm pattern,</p> <p>OBJECTIVES : • Compose a 4-beat rhythm pattern to play during instrumental sections. • (small groups), sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>FOCUS 2 : Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>OBJECTIVES : • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form. • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner.</p> <p>FOCUS 3 : Structure, texture, timbre beat, classical music.</p> <p>OBJECTIVES : • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.</p>	<p>FOCUS 1 : Pitch, durations, rhythm patterns, structure, minimalism, score, dot notation.</p> <p>OBJECTIVES : • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E.</p> <p>FOCUS 2 : Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>OBJECTIVES : • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival.</p> <p>FOCUS 3 : Minor and major chords, chord, dot notation, durations</p> <p>OBJECTIVES : • Play the chords of 'Fly with the stars' 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>
Year 4	<p>FOCUS 1 : Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response</p> <p>OBJECTIVES : • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style.</p> <p>FOCUS 2 : Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p>OBJECTIVES : • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character • Talk about the effect of particular instrument sounds</p> <p>FOCUS 3 : Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p>OBJECTIVES : • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p> <p>Advent Liturgy & Nativity</p>	<p>FOCUS 1 : Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</p> <p>OBJECTIVES : • 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles</p> <p>FOCUS 2 : Fanfare, timbre, dynamics, texture, silence</p> <p>OBJECTIVES : • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p> <p>FOCUS 3 : To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p>OBJECTIVES : • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically.</p>	<p>FOCUS 1 : Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p>OBJECTIVES : • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>FOCUS 2 : To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p>OBJECTIVES : • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context.</p> <p>FOCUS 3 : Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles</p> <p>OBJECTIVES : • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>

<p>Year 5</p>	<p>FOCUS 1 : Sea shanties, beat, rhythm, chords, bass, dot notation OBJECTIVES: • Compose body percussion patterns to accompany a sea shanty. Use rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p>FOCUS 2: Gospel music, instruments, structure, texture, vocal decoration. OBJECTIVES: • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary.</p> <p>FOCUS 3: Structure (verse/chorus), hook, lyric writing, melody OBJECTIVES: • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs 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> <p>Advent Liturgy</p>	<p>FOCUS 1 : Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones OBJECTIVES: • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns.</p> <p>FOCUS 2: Beat, rhythm, basslines, riffs OBJECTIVES: • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>FOCUS 3 : Texture, articulation, rhythm, tango OBJECTIVES: • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango.</p>	<p>FOCUS 1 : Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). OBJECTIVES: • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>FOCUS 2: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music. OBJECTIVES: • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form.</p> <p>FOCUS 3 : A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement OBJECTIVES: • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato.</p>
<p>Year 6</p>	<p>FOCUS 1 : Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context OBJECTIVES: • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing/describe features of the music using music vocabulary</p> <p>FOCUS 2: Artists and their influences, compare musical genres. OBJECTIVES: • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences.</p> <p>FOCUS 3: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda. OBJECTIVES: • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song</p> <p>Advent Liturgy</p>	<p>FOCUS 1 : Texture, monophonic, homophonic, 3/4 time, durations, sacred vocal music, singing in harmony OBJECTIVES: • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together and parts moving independently.</p> <p>FOCUS 2: 1970s soul music, comparing cover versions. OBJECTIVES: • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>FOCUS 3: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation. OBJECTIVES: • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star.</p>	<p>FOCUS 1 : To create music to accompany a short film about a race, composing an extended melody and accompaniment. OBJECTIVES: • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack.</p> <p>FOCUS 2: Vocal range, voice change, vocal technique, lyrics, anthems. OBJECTIVES: • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.</p> <p>FOCUS 3: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison OBJECTIVES: • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>