

PROGRESSION MAP



AT ARGYLE PRIMARY

Progression Map:

Skills taught through the year	Autumn	Spring	Summer
<p>Nursery</p> <p>Listening and appraising:</p> <ul style="list-style-type: none"> Show through movement and expression how the music makes you feel. Show changes in music through movement. <p>Composing:</p> <ul style="list-style-type: none"> Create different sounds with your voice – spikey, smooth, happy, sad <p>Performing:</p> <ul style="list-style-type: none"> Using their voices to join in with well-known songs from memory Using actions to assist with learning lyrics. Being a part of a group performance to a small audience. Stopping and starting at the right time. Following a conductor Reading and playing rhythms using crotchets and quavers Beginning to sing solo responses in songs. <p>Music literacy:</p> <ul style="list-style-type: none"> Ta – Crotchet Ti-ti – Beamed quavers Read and sing from vocal graphic notation cards 	<p>Music topic: Using our singing voices (nursery rhymes)</p> <ul style="list-style-type: none"> Sing familiar nursery rhymes to build confidence Learn new nursery rhymes Use pictures to embed new words and clap rhythms Introduce shakers and claves, practise starting, stopping and playing along to music <p>Music topic: Pulse, playing instruments together (Heroes)</p> <ul style="list-style-type: none"> Sing familiar nursery rhymes as well as learning new songs and rhymes (Postman Pat, Hurry Hurry drive the fire engine, brush brush brush your teeth, Doctor Foster, Miss Polly had a dolly ect.) Extend range of rhythms by using ‘my turn – your turn’ 	<p>Music topic: Pitch (Transport)</p> <ul style="list-style-type: none"> Add more topic-based nursery rhymes and songs to the existing repertoire. Row, row row your boat, Five little friends in a flying saucer, This is the way we cross the road. Use solfa hand signals when singing 2 and 3 note songs. Keep a steady pulse to recorded music Read and play basic notation (ta and ti-ti) Use music about transport as inspiration for percussion playing (Little train of Caipira) <p>Music topic: Tempo and dynamics (Fantasy)</p> <ul style="list-style-type: none"> Sing a range of topic (fantasy) based nursery songs with increasing accuracy. (Magic spell warmup, Magic fingers ect) Move and play instruments along to music with variable dynamics. Experiment with how to show loud and quiet. (Carmina Burana, Hall of 	<p>Music topic: Rhythm (All creatures great and small)</p> <ul style="list-style-type: none"> Play basic rhythms along to recorded music, whilst reading notation Respond to music with movement and actions, according to its tempo/dynamics/texture Learn to read, write and play a specific rhythm (ta ta ti-ti ta) and use this rhythm in a dance (to Mozart’s Rondo Alla Turca) Use music as a stimulus for creating stories and images Experiment with drawing notation and making marks for different rhythms <p>Music topic: Notation (All creatures great and small)</p> <ul style="list-style-type: none"> Learn a range of chants and short songs around the topic (Please don’t squish me, If I was a minibeast, Incy Wincy spider) Play the word rhythms on instruments, recognise the matching notation to

	<ul style="list-style-type: none"> • Use untuned percussion instruments and movement along to the pulse of recorded music from various time periods • Learn unfamiliar two and three note songs. Star light, Rain on the green grass, Slowly snail, Hey ho here we go. • Use 'People who help us' images for word rhythms. Clapping and playing different rhythms. 'Police officer' 'Doctor' 'Nurse' 'Firefighter' 	<p>the mountain king, Sabre dance)</p> <ul style="list-style-type: none"> • Change dynamics when reading notation and singing songs. • Use appropriate body movements along to music with changeable dynamics. • Practise controlling our loud voices • Read notation as a class up to quavers. • Ensure children are singing counting songs, Alice the Camel, 5 Sticky lollipops, 10 little raindrops, 5 little ducks, 5 little speckled frogs, 10 on the bed, 10 fat sausages, 10 green bottles, The ants go marching ect • Learn May Day Dance 	<p>the word rhythms and eventually play the word rhythms by looking at the notation. (Use minibeasts for word rhythms)</p> <ul style="list-style-type: none"> • Rehearse and refine songs for the EYFS and KS1 concert at the end of term. Working on singing clearly and confidently. • Respond to music with movement, relating to animals. (carnival of the animals, flight of the bumble bee ect)
<p>Reception Listening and appraising:</p> <ul style="list-style-type: none"> • Begin to describe sounds (loud, quiet, high, low, fast, slow) • Describe how the music makes you feel. • Listen to and follow a beat using body and untuned percussion instruments. • Respond to music through movement showing a change in movement to reflect the 	<p>Music topic: Using our singing voices</p> <ul style="list-style-type: none"> • Name games, please stand up. • Songs about greetings and call and response songs (kye kye kule) • Introduction to variety of instruments through songs and rhymes (I've got a shaker) • Singing songs whilst keeping a steady beat 	<p>Music topic: Beat/pulse</p> <ul style="list-style-type: none"> • Continue learning 2/3 note songs using the kodaly method • Use the above songs to extend children's ability to internalise pitch, sense pulse and play rhythms • Create new rhythms using notation and word rhythms • Sing songs/chants/play games that gives plenty 	<p>Music topic: Phrasing</p> <ul style="list-style-type: none"> • Learn a range of topic based songs (Please don't squish me, Busy Buzzy Bumble Bee, Butterfly, Out in the Garden, Slowly Snail, Tiny Caterpillar) • Focus on recognising and indicating the phrasing of the songs, as we are learning them

tempo, dynamics, pitch or mood of the music.

- Explore lyrics by suggesting appropriate actions.

Composing:

- Create short rhythmic patterns
- Represent sounds with simple symbols.
- Create and choose own lyrics for a well-known song.
- Choose sounds to represent

Performing:

- Using their voices to sing well known songs from memory.
- Becoming increasingly confident when singing independently.
- Participate in performances to an audience.
- Repeat short rhythmic patterns.
- Read and play rhythms using crotchets, quavers and crotchet rests

Music literacy:

- Ta – Crotchet
- Ti-ti – Beamed quavers
- Za – Crotchet Rest
- Read, sing and compose own vocal graphic notation cards

- Extending notation knowledge

Music topic: Pitch

- Sing a variety of 2 and 3 note songs using actions to differentiate between high and low sounds
- Sing songs where certain words are omitted to embed internalising pitch. (10 little raindrops, BINGO)
- Use solfa signs to show high and low notes (star light)
- Play untuned percussion instruments along to different styles of recorded music, reading notation as we go along.
- Create new words to existing songs (going on a picnic, when goldilocks went to the house of the bears)

opportunity for solo singing/talking

- Play instruments along to high quality audio recordings, keeping a steady pulse
- **Dinosaur music:** Listening to different pieces of classical music, guess which dinosaur the music might be describing. Imitate dinosaur movements along to music
- Compose a class song about a **dinosaur** of their choice. Use an existing melody, for example Hall of the Mountain King.

Music topic: Tempo and dynamics

- Sing a range of topic based songs with increasing accuracy. (**Zoom zoom zoom, 5 little friends**)
- Move and play instruments along to a variety of songs with fast or slow tempos. Also with pieces of music with changeable tempos.
- Change dynamics when reading notation and singing songs
- Use appropriate body movements along to music with changeable dynamics

- Learn longer, more challenging songs (With the summer EYFS and KS1 concert in mind)
- Create **mini-beast notations**, using the word rhythms of different minibeasts learnt at the beginning of the term

Music topic: Rhythm

- Compose rhythms by using rhythm cards as well as practising writing notation with various levels of support, leading to more independent note writing
- Use images to match the word to the rhythm.
- Use chants and rhymes to alternate between playing the rhythm and keeping the beat
- Prepare for the Aurora orchestra trip, learn songs and make own creative responses to the music.
- Continue perfecting our challenging song, and

		<ul style="list-style-type: none"> • Read notation as a class and in small groups, up to semiquavers and in 2/4, 3/4 and 4/4 time signatures 	<p>perform it to the school and parents.</p>
<p>Year 1</p> <p>Listening and appraising:</p> <ul style="list-style-type: none"> • Identify a wider selection of instruments when listening to music. • Recognise and understand the difference between pulse (beat) and rhythm • Recognise and respond to changes in tempo, dynamics and pitch • Describe and show through words and movement the character music they listen to. • Describe differences between two pieces of music. • Give opinions about music. <p>Composing:</p> <ul style="list-style-type: none"> • Choose and create short sequences of sound with voices or instruments to represent an idea or character. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Improvise one bar rhythms within a structure. <p>Performing:</p>	<p>Music topic: Using our singing voices</p> <ul style="list-style-type: none"> • Sing songs about Transport and Castles (All around the castle, Old King Cole, Driving in my car ect) • Listen to classical music based on modes of transport. (Little train of the Caipira, Short Ride in a Fast Machine) Respond to this music through movement, art and composition. • Create our own song, by adding ideas to an existing song (All around the castle) • Sing songs with solo singing opportunities (kye kye kule, kumela, going on a picnic, clap your hands) • Introduce solfa singing (let us chase the squirrel, star light) • Counting songs (10 little raindrops, 5 sticky lollipops) • Notation reading, introduce semi-quavers. 	<p>Music topic: Pitch and internal hearing</p> <ul style="list-style-type: none"> • Learn a range of songs with the possibility of omitting words. • Learn songs with actions that embed the rhythm • Create new lyrics for existing songs. • Sing songs in solfa, but also sing songs in our heads whilst showing the solfa hand signals • Read graphic notation to indicate pitch, dynamics and duration. • Continue notation learning – crotchets, crotchet rest, quavers and semiquavers. • Compose own rhythms using notation <p>Music topic: Rhythm</p> <ul style="list-style-type: none"> • Learn a variety of songs that can be used for learning to change between playing the rhythm and the beat. • Learn clapping games that will embed our sense of beat and rhythm. 	<p>Music topic: Dynamics and tempo</p> <ul style="list-style-type: none"> • Listen to and study music with contrasting tempos and dynamics. • Play, dance and conduct changes in dynamics and tempo • Learn a variety of singing and music games, looking closely at how playing helps us learn. What do we learn from each game? (Kangaroo, Doggy Doggy where's my bone, Shake a little ect...) <p>Music topic: Composition</p> <ul style="list-style-type: none"> • Write notation for existing songs that children have learnt through the year. • Introduce 6/8 time signature • Compose lyrics and a melody for a class composition. • Add instrumental accompaniment to the

- Use rhymes to understand notation and play instruments to a steady beat (feet feet, tick tock)

Music topic: Beat

<ul style="list-style-type: none"> • Use their voices expressively to speak and chant. • Singing short songs with repeating sections from memory keeping in time and controlling voice to blend with others. • Read and play rhythms using crotchets, quavers, crotchet rests and semiquavers Music literacy: • Ta – Crotchet • Ti-ti – Beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – Semiquavers • Create graphic scores to sing using more than one different sound. 	<ul style="list-style-type: none"> • Group/identify percussion instruments according to the material they are made from and use different material instruments to play beat at different times. • Play un-tuned percussion instruments whilst reading notation. Use different styles of recorded music to change dynamics, tempo, timbre, pulse and texture. • Learn to respond to music with movement (walking, marching, skipping, running) • Keep a steady beat (on knees or with heart cards) 	<ul style="list-style-type: none"> • Use songs that encourages solo singing opportunities to improve singing confidence. • Create and play Ostinatos using notation • Read notation including semiquavers in 2/4, 3/4, 4/4 and 6/8 time. 	<p>class composition, by using our notation skills to compose ostinatos.</p> <ul style="list-style-type: none"> • Rehearse and perform in the EYFS and KS1 Summer concert, focusing on clear and confident singing and playing.
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<p>Year 2</p> <p>Listening and appraising:</p> <ul style="list-style-type: none"> • Identify a wider selection of instruments when listening to music. • Recognising structural features in music they listen to. (Chorus, verse, repeated sections) • Identify and discuss changes in tempo and dynamics using 	<p>Music topic: Rhythm and Beat</p> <ul style="list-style-type: none"> • What is the difference between beat and rhythm? • Play rhythms and beats of a variety of songs, embedding the difference between the two. 	<p>Music topic: Percussion and Vibrations (Dame Evelyn Glennie)</p> <ul style="list-style-type: none"> • Learn about the life of Evelyn Glennie. What can we learn from her? • Differentiate between the groups of instrumental families and different types of percussion instruments. 	<p>Music topic: Rounds and part songs</p> <ul style="list-style-type: none"> • Crotchets, quavers, crotchet rests, minims, tika ti, ti tika. • Reading and writing four bar patterns in 4/4 time. • Able to play written rhythms in time with music from different countries. (Pito Pito)
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appropriate musical vocabulary.

Composing:

- Select and create longer sequences of sounds with voices or instruments to represent a given idea or character.
- Create and layer rhythmic ostinato to compose.
- Improvise two bar rhythms within a given structure.
- Create graphic scores showing

Performing:

- Using their voices expressively when singing including following changes of dynamics.
- Read and play rhythms using crotchets, quavers, crotchet rests, semiquavers and minims
- Copying longer rhythmic patterns on untuned percussion instruments while keep a steady beat.
- Sing and play back short melodic patterns by ear.

Music literacy:

- Ta – Crotchet
- Ti-ti – 2 beamed quavers
- Za – Crotchet Rest
- Ti-ka ti-ka – 4 beamed semiquavers
- Ti-ka ti – 2 semiquavers/1 quaver
- Ti ti-ka – 1 quaver/2 semiquavers
- Ta-aa – Minims

- Focus on ‘feeling’ the beat/pulse of music through movement and instrumental playing.
- Learn to sing ‘London’s Burning’ Then use this as a foundation for composing a song about the Great Fire of London.
- Read notation rhythms, up to semi quavers.

Music topic: Young performers

- Learn nativity songs from memory, focusing on keeping a steady pulse, singing together and in tune.
- Rehearse with actions and clarity
- Add untuned percussion instruments and dances where appropriate

- Conduct experiments with various instruments and soundwaves.
- Learn a tuned percussion piece
- Write a letter to Dame Evelyn Glennie

Music topic: Music History

- Introduce children to a new composer every week, using interactive creative responses to a piece of music from that composer.
- Mozart – Horn Concerto – create graphic notation
- Haydn – Surprise Symphony and Trumpet concerto
- Anna Meredith – create a body percussion composition
- Louis Armstrong – What a wonderful World
- Prokofiev – Peter and the Wolf
- What makes a musical trailblazer?

Colorito, Mexican hat dance, Jerusalema, Kye kye kule)

- Learn songs in other languages. Practice changing between playing beat and rhythm in these songs.

Music topic: Music collaboration

- Prepare for and perform at the Camden Music KS1 Singing Festival
- Use the material to create rhythms and compose own lyrics and accompaniment for the chosen songs Sing with clear pitch and a steady pulse
- Share our learning by performing at the EYFS and KS1 Summer concert.

Year 3

Listening and appraising:

- Understanding that music from different times and different parts of the world have different features
- Recognising and explaining changes within a piece of music using musical vocabulary.
- Identify and discuss tempo, dynamics, timbre and texture of a piece of music using appropriate musical vocabulary.
- Listening to and representing music through graphic notation.

Composing:

- Create and combine melodies and rhythms to compose a multi-layered composition using a given stimulus.
- Use Chrome Music Lab to compose

Performing:

- Singing songs in a variety of styles with accuracy and control, demonstrating developing vocal technique.
- Perform from stave notation using both rhythm and a limited range of pitch.
- Singing and playing in a group, staying in time and being aware of their role within the group.

Music topic: Keyboards and stave notation

- Introduction to stave notation
- How to find C on the keyboard
- Learn 1-5 note songs
- Embed good keyboard technique from the start.

Music topic: Djembe composition

- Introduction to West African drumming
- Notation reading and writing along with word rhythm composition
- Use science MRAF key words to compose a drumming piece
- Use inter-related dimensions of music when composing, focusing on dynamics

Music topic: Kodaly

- Use science vocabulary to create rhythms and sentences to play on instruments
- Revise notation reading learnt in year 2 and extend to tika-ti and ta-tika
- Play composed rhythms on untuned percussion as well as sight reading on instruments
- Learn basic solfa hand signals (do-soh) and learn a range of songs and dances to assist in internalising pitch
- Compose a short song about rocks and soils using key science vocabulary
- Analyse high quality pieces of music to discover its form and how the inter related dimensions of music are used.
- Learn basic facts about the composers whose music we've analysed.
- Explore music technology by composing short themes on Chrome Music Lab.

Music topic: Tin whistle, stave notation

- Learn basic technique and care of the instrument
- Learn to play a B, A and G on the tin whistle both from memory as well as reading notation.
- Compose and write notation for B, A and G songs on staves
- Perform a short piece in assembly for performance practise.

Music literacy:

- Ta – Crotchet
- Ti-ti – 2 beamed quavers
- Za – Crotchet Rest
- Ti-ka ti-ka – 4 beamed semiquavers
- Ti-ka ti – 2 semiquavers/1 quaver
- Ti ti-ka – 1 quaver/2 semiquavers
- Ta-aa – Minims
- Listen to and notate music as a graphic score.

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<p>Year 4</p> <p>Listening and appraising:</p> <ul style="list-style-type: none"> • Identify gradual changes in dynamics and tempo within a piece of music. • Compare features between different genres, styles and traditions of music. • Identify major and minor tonality. <p>Composing:</p> <ul style="list-style-type: none"> • Improvise on recorder/violin within a given structure. • Compose melodies, using given rhythms and adding pitch • Gain inspiration from other pieces of music, to compose own pieces of music <p>Performing:</p> <ul style="list-style-type: none"> • Sing longer songs in a variety of different styles from memory and notation, with accuracy, 	<p>Music topic: Notation and composition</p> <ul style="list-style-type: none"> • Write the rhythmic notation for a learnt rhyme • Add pitch, using xylophones • Write the notation for the rhythm, including pitch • Compose a new song, with own rhythm and pitch, using the knowledge we learnt by studying the original rhyme and experimenting with pitch. • Write the notation for the composition and perform/record • Use songs about rivers and the water cycle to improve singing ability 	<p>Music topic: Keyboards and composition</p> <ul style="list-style-type: none"> • Compose a piece of music based on the Invaders and Settlers topic with the Royal Academy of Music during a workshop. • Perform the new composition to parents and the school. • Learn songs related to the Romans, Myths and legends. • Continue building on keyboard knowledge, learnt last year. Expand range of notes to 5 notes. • Rhythm reading include tika ti and ti tika. <p>Everyone Performing In Class:</p>	<p>Music topic: Music appraisal</p> <ul style="list-style-type: none"> • Observe both rural and urban soundscapes. What are the key differences? How can we re-create this with musical instruments? • Using graphic notation, create both a rural and an urban soundscape using tuned and untuned instruments. • Rhythm reading include dotted notes. • Listen to and appraise music throughout history, using BBC 10 pieces. • Create responses to this music through art, poetry or movement. <p>Everyone Performing In Class:</p>
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<p>control and a developing sense of expression.</p> <ul style="list-style-type: none"> • Singing and playing in a group with accuracy, staying in time and having awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Perform from stave notation using both rhythm and a wider range of pitches. <p>Music literacy:</p> <ul style="list-style-type: none"> • Ta – Crotchet • Ti-ti – 2 beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – 4 beamed semiquavers • Ti-ka ti – 2 semiquavers/1 quaver • Ti ti-ka – 1 quaver/2 semiquavers • Ta-aa – Minims • Syn-co-pa quaver/crotchet/quaver • Tum-ti – dotted crotchet/quaver • Match a graphic score to its audio track. 	<ul style="list-style-type: none"> • Revisit notation using short and regular notation reading activities <p>Everyone Performing In Class:</p> <ul style="list-style-type: none"> • An introduction to our new instruments (recorder and violin) • How to hold instruments and work on good sound production using simple 1, 2 or 3 note pieces of music. 	<ul style="list-style-type: none"> • Continue to work on recorder and violin technique and notation reading. • Expand repertoire to 4 note pieces for violin. Open strings. • Recorders focus on sound production and 4/5 note songs. 	<ul style="list-style-type: none"> • During EPIC lessons, perfect group performance skills. Work on watching the conductor and building performance confidence. • Perform to parents and the school at the end of the summer term.
<p>Year 5</p> <p>Listening and appraising:</p> <ul style="list-style-type: none"> • Listening and appraising: Comparing, discussing and evaluating music using detailed musical vocabulary. 	<p>Music lesson: Music literacy</p> <ul style="list-style-type: none"> • Write the rhythmic notation for a learnt rhyme (that includes more complex rhythms) 	<p>Music lessons: Chords and composition</p> <ul style="list-style-type: none"> • Chords, what is a chord and its purpose? • Learn to play chords • Create chord progressions 	<p>Music lessons: Kodaly and Music History</p> <ul style="list-style-type: none"> • Continue building singing and composing skills using the Kodaly method • Embed basic music skills using singing games

- Understand and be able to comment on how the composer has conveyed the message or emotion of the music.

Composing:

- Improvise short phrases on tuned and untuned instruments in time with a backing track and within a given structure.
- Compose melodies, using given rhythms and adding pitch
- Compose, using Chrome Music Lab

Performing:

- Sing songs in two or more secure parts from memory with increasing accuracy, fluency, control and expression.
- Performing with accuracy from stave notation.
- Working as group to perform a piece of music in at least 2 parts with an understanding of own role within the ensemble.

Music literacy:

- Ta – Crotchet
- Ti-ti – 2 beamed quavers
- Za – Crotchet Rest
- Ti-ka ti-ka – 4 beamed semiquavers
- Ti-ka ti – 2 semiquavers/1 quaver
- Ti ti-ka – 1 quaver/2 semiquavers
- Ta-aa – Minims

- Add pitch, using notes learnt during EPIC lessons on violin and recorder
- Write the notation for the rhythm, including pitch
- Compose a new song, with own rhythm and pitch.
- Write the notation for the composition and perform for peer evaluation

Everyone Performing In Class:

- How to take our violin/recorder playing to the next level
- Use stave notation to learn short pieces of music.
- Improve intonation and start experimenting with playing in harmony or two different parts.

- Write lyrics for a class composition about Victorians.
- Create a structure for the class composition
- Use tuned percussion instruments and voices to compose melodies for the different sections of the song
- Complete, rehearse and perform the class composition.

Everyone Performing In Class:

- Improving our instrumental playing by learning more challenging pieces of music.
- Improving notation reading by using fewer aids.
- Introduction to scales

- Use Chrome Music Lab to create and blend sounds (Chord reminder)
- Expanding our understanding of music history by studying various compositions and composers throughout history

Everyone Performing In Class:

- Refine, rehearse and perform a range of pieces that display the skills learnt throughout the programme over the past two years.
- Perform to parents and the school in an end of year assembly

<ul style="list-style-type: none"> • Syn-co-pa quaver/crotchet/quaver • Tum-ti – dotted crotchet/quaver 			
<p>Year 6</p> <p>Listening and appraising:</p> <ul style="list-style-type: none"> • Understand how music has influenced and was influenced by history • Recognise and discuss stylistic features of music. <p>Composing:</p> <ul style="list-style-type: none"> • Improvise within an extended structure • Compose and notate melodies • Record own composition using appropriate forms of notation and/or technology. (Music lab/GarageBand) <p>Performing:</p> <ul style="list-style-type: none"> • Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression • Performing by following a conductor's cues • Performing confidently. 	<p>Music topic: The Phoenix of Persia</p> <ul style="list-style-type: none"> • Get to know the story • Analyse the music already written and how it adds to the story • Learn about Persian instruments and how they are played • Learn about stylistic features in Persian music • Compose and record music to describe the main scenes of the story. <p>Music topic: Music technology and composition</p> <ul style="list-style-type: none"> • What is music technology? • Learn how to use Garageband on I pads. • Compose tracks for different purposes, using various levels of technology as an aid. • Use Chrome Music Lab to manipulate and create sounds/music. 	<p>Music topic: Notation, chords and building singing confidence.</p> <ul style="list-style-type: none"> • Use Kodaly method to further improve singing confidence. • Revise notation reading and writing skills. • Study a variety of classical pieces throughout history, which techniques did some composers develop that are still used? • What is a chord? Continue to build on chord knowledge by learning to play well known songs with repetitive chord progressions. 	<p>Music topic: Djembe drumming and the Year 6 production</p> <ul style="list-style-type: none"> • Use our notation knowledge to compose rhythmical pieces on the djembe drum. • In small groups, children build their composition ideas, drawing on their knowledge of the interrelated dimensions of music. • Learn lyrics, melodies and actions for the year 6 production. • Work on singing in harmonies and different parts.

- Performing a solo or taking a leadership role within a performance.

Music literacy:

- Ta – Crotchet
- Ti-ti – 2 beamed quavers
- Za – Crotchet Rest
- Ti-ka ti-ka – 4 beamed semiquavers
- Ti-ka ti – 2 semiquavers/1 quaver
- Ti ti-ka – 1 quaver/2 semiquavers
- Ta-aa – Minims
- Syn-co-pa quaver/crotchet/quaver
- Tum-ti – dotted crotchet/quaver

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