



The Leys Primary School Subject Overview for Music - 2024-25 becoming a musician  
(Based on the Charanga Model Music Curriculum)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
Key Skills	<p>I am aware of lots of different sounds that are all around me. (eg washing machine, clock ticking, birds singing etc)</p> <p>I move my body to music, (not necessarily with the beat.)</p> <p>I explore making various different sounds with my voice/ mouth (eg imitating a police car, Sliding up and</p>	<p>I explore and experiment with "found" sounds in my environment. (eg hitting a pan with a wooden spoon, shaking a box of rice etc)</p> <p>I can hear/ begin to understand the difference between a speaking voice and a singing voice.</p> <p>I join in learning songs for our class Nativity sometimes using my singing voice and take part in a performance to an audience.</p>	<p>I can sing a wide range of nursery rhymes and begin to sing songs to myself / in a small group, sometimes using my singing voice.</p> <p>I can join in with actions in songs I know well, (eg. heads, shoulders, knees and toes)</p> <p>I can make a very basic instrument out of junk to shake or tap. (eg.</p>	<p>Adults copy my patterns (rhythms) and I begin to copy their patterns too. Eg How many sounds in the pattern? Does it have some long slow sounds and some really short quick sounds?</p> <p>I sing a wider range of nursery rhymes and action songs. I am now copying actions more confidently and accurately I can perform actions at the appropriate time with several songs I know. (eg touching</p>	<p>I show enjoyment when singing or playing sounds and instruments.</p> <p>I can suggest some sound effects to use to help tell a story.</p> <p>I begin to be more selective about which sounds I choose to make to match with characters/events in a story or a song. And I can say why I chose that sound. (eg. I chose to squeak in a high, quiet voice for the mouse because he is</p>	<p>My early music skills are all improving and my confidence in performing with my friends is growing.</p> <p>I am aware that we must take turns in singing and share instruments.</p> <p>I sing for my own pleasure sometimes whilst I am doing other activities, sometimes just making up a song or playing with my voice.</p> <p>I am starting to pitch match 2-3 notes (la, sol, me) in</p>

	<p>down with my voice (sirening)</p> <p>I try to join in with a range of songs with the whole class, including some Nursery rhymes.</p> <p>I begin to focus and listen to others, waiting for my turn.</p>		<p>put beads in a yoghurt pot, elastic bands around a cardboard box.</p> <p>I explore and experiment with "found" sounds and various basic classroom instruments, finding ways to change their sound - loud/quiet, fast/ slow.</p>	<p>head, shoulders, knees, and toes. Some pupils are beginning to jump, tap, clap etc on the beat)</p> <p>I can physically show an awareness of the beat in music for a short while where the beat in the song is obvious.</p>	<p>little and doesn't make much noise. I chose to play lots of fast sounds on the loud drum for the bear because he growls loudly and is scary.)</p>	<p>my singing (if I find this difficult the teacher will match my notes) I know the difference in my voice when speaking or singing</p> <p>I remember the lyrics of several songs and my repertoire is increasing.</p> <p>I chose to play a specific instrument for a reason and am happy "doodling" with sound (pre-composition skills)</p>
Key subject links	Phonics Personal, Social Emotional Development	Christmas Nativity - Understanding the World Communication and Language	Expressive Arts and Design	Expressive Arts and Design Physical development	Expressive Arts and Design Literacy/Reading	Expressive Arts and Design
Key Vocabulary & Concept	Sound(s), songs, music, sirening, joining in, (lyrics of	Hear, listen, "found sounds," speaking voice, singing voice,	Tap, shake, making, junk, instrument(s), changing sounds,	Long, short, notes, beat, rhythm, in time, actions, clap,	Story, sound effects, high, low, match, character,	Doodling with sound, making up, songs, words, share, take

	the songs too) Take turns, wait, share	practising, performance	loud, quiet, fast, slow, explore, find out, try out	tap, pat, jump, click, bend, stretch. Names of body parts. (eg head, toes)	Why? choose Instrument names - drum, tambourine, triangle, shakers, sticks, etc	turns, choose, instruments, speaking voice, singing voice, pitch matching, confidence
The Leys Pathways	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care
<b>Year 1</b>	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having fun with Improvisation	Explore Sound and Make a Story
Key Skills	Finding the pulse of a piece of music. Moving in time to a steady beat. Knowing the difference between high and low pitch. Performing pitched patterns on tuned instruments (glockenspiels). Knowing the difference between short (crotchet) and long (minim) sounds. Describing what a song is about - is there a story? Copying song actions	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments. Performing word-pattern chants to recognise rhyme patterns. Singing songs in	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.

	from a leader.	unison as a class.	Singing songs in unison as a class.	Singing songs in unison as a class.	Singing songs in unison as a class. Improvising complementary harmonies for a melody.	Singing songs in unison as a class. Improvising complementary harmonies for a melody.
Key subject links	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Key Vocabulary & Concept	1. Glockenspiel 2. Pulse 3. Rhythm: 3.1 Long (minims) 3.2 Short (crotchets) 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.6 Rising 4.7 Falling	3. Rhythm 3.1 Minims 3.2 Crotchets 3.3 Quavers 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 5. Tempo 5.1 Fast 5.2 Slow 6. Dynamics	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 6. Dynamics 6.1 Loud 6.2 Quiet 7. Structure	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 7. Structure 7.1 Verse 7.2 Chorus	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 7. Structure 7.3 Question and Answer 7.4 Copyback/ Echo
SMSC and British Values	Cultural - Through the listening to music from a diverse range of cultural backgrounds Mutual Respect and Tolerance of those with different faiths and beliefs - Through listening to music from a variety of cultures					
Global Goals and School values	Inclusivity - How can we make friends when we sing together?	Respect - How does music tell stories about the past?	Aspiration/ Empowerment - How does music make the world a better	Respect - How does music help us to understand our neighbours?	Empowerment - What songs can we sing to help us through the day?	Empathy - How does music teach us about looking after our planet?

			place?			
The Leys Pathways	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care
<b>Year 2</b>	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Key Skills	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.

	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2,3 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).
Key subject links	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Key Vocabulary & Concept	2.1 Time Signature 2.1.1 4/4 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 6.1 Loud (forte) 6.2 Quiet (piano)	2.1 Time Signature 2.1.2 2/4 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 8.2 A Minor 8.3 Sharps	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B Reinforce all other previously learned	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 8.5 G Major 9.2 Band	2.1 Time Signature 2.1.3 3/4 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B









<p><b>Year 4</b></p>	<p>Charanga -Recorder Music World Course 1, 2, 3, 4 places: Compose with rhythm grid in 4/4 and 3/4 time &amp; Charanga MMC v2 Y4 U1 Musical Structures Step 1 &amp; 2, learn song in Step 4 "Trick or Treat"</p>	<p>Charanga - Recorder Music World Course, 5, 6, 7, 8, 9, 10 &amp; MMC v2 Y4 U1 Musical Structures Do Step 5 Martin Luther King and Step 6, Assessment Checkpoint</p>	<p>Charanga MMC v2 Unit 2 Step 4 "Compose with a Theme" 3 note set U2 Exploring Feelings When you Play Step 5, Scarborough Fair  Compose with Your Friends U3</p>	<p>Charanga MMC v2 "Feelings Through Music" U4</p>	<p>Charanga MMC v2 Expression and Improvisation U5</p>	<p>Charanga MMC v2 "The Show Must Go On" U6</p>
<p>Key Skills</p>	<p>Learning/revising how to blow recorder gently Learning notes B A Performing pitched patterns on instruments and by singing. Learning to adjust the pitch of an instrument through changing fingering. Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p>	<p>Learning note G on recorder and increase repertoire they can play, containing minim, crotchet, quaver and lengths and their rests. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in bars according to the time signature. Recognising and</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing. Performing word-pattern chants to</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, and semiquaver lengths. Performing pitched patterns on instruments and by singing. Performing word-pattern chants to</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing. Performing word-pattern chants to</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing. Performing word-pattern chants to</p>

	<p>Recognising and responding to various graphic scores &amp; standard written notation. Learn song in Step 4 "Trick or Treat" Listening carefully to the quality of the sound they make when playing. Listen to and build understanding of music from the past &amp; present</p>	<p>playing from standard written notation.</p>	<p>recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in bars according to the time signature. Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Learning to adjust the pitch of an instrument through changing fingering. Understanding non-verbal indications made by a teacher regarding volume.</p>	<p>recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in bars according to the time signature. Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Learning to adjust the pitch of an instrument through changing fingering. Understanding non-verbal indications made by a teacher regarding volume.</p>	<p>recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in bars according to the time signature. Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Learning to adjust the pitch of an instrument through changing fingering. Understanding non-verbal indications made by a teacher regarding volume.</p>	<p>recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in bars according to the time signature. Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Learning to adjust the pitch of an instrument through changing fingering. Understanding non-verbal indications made by a teacher regarding volume.</p>
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Key subject links	History	History	History	History	History	History
Key Vocabulary & Concept	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# 5. Tempo 5.3 Speeding up (accelerando) 5.4 Slowing down (rallentando) 6. Dynamics 6.3 Smooth and flowing (legato) 6.4 Detached and percussive (staccato) 12. Notation 12.8 Barline	1. Recorder 3. Rhythm 3.4 Dotted Crotchets 3.5 Semiquavers 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# 4.9 A 4.10 Bb 4.11 B 4.14 G#	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# 6. Dynamics 6.5 Getting louder (crescendo) 6.6 Getting quieter (decrescendo)	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# 4.15 Major 4.16 Minor	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# Reinforce all other previously learned vocabulary	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# Reinforce all other previously learned vocabulary
SMSC and British Values	Cultural - Through the listening to music from a diverse range of cultural backgrounds Mutual Respect and Tolerance of those with different faiths and beliefs - Through listening to music from a variety of cultures					

Global Goals and School values	Empathy - How does music bring us together?	Respect - How does music connect us with our past?	Determination - How does music improve our world?	Empathy - How does music teach us about our community?	Empowerment - How does music shape our way of life?	Inclusivity - How does music connect us with the environment?
The Leys Pathways	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care
<b>Year 5</b>	Charanga MMC v2 Melody and harmony in Music U1	Charanga MMC v2 Sing and play in different styles U2	Charanga MMC v2 Composing and Chords U3	Charanga MMC v2 Enjoying Musical Styles U4	Charanga MMC v2 Freedom to Improvise U5	Charanga MMC v2 Battle of the Bands U6
Key Skills	Understanding the difference between a melody and harmony. Singing together, playing tuned instruments to a given tempo, performing and sharing with each other.	Singing and playing in a band or ensemble with different styles of music and tempos. Singing together, playing tuned instruments to a sometimes changing tempo, performing and sharing with each other.	By playing 3 or more pitches together we can create a chord. Chords are used to make more interesting compositions. Singing together, playing tuned instruments to a sometimes changing tempo, performing and sharing with each other.	'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other while other notes lie further apart. Improvisation means to create music spontaneously without preparation.	Create a fun and confident performance with children's own choice of music and songs. Singing together, playing tuned instruments to a given tempo, performing and sharing with each other.
Key subject links	PSHE and working together	PSHE and working together	PSHE and working together	PSHE and working together	PSHE and working together	PSHE and working together
Key Vocabulary & Concept	Allegro, time signature 4/4, A	Moderato, time signature 2/4, F	Allegro, time signature 3/4, G	Presto, time signature 6/8, C	Adagio, time signature 3/4, D	Allegro, time signature 5/4, C



	<p>crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa</p>	<p>crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa</p>	<p>crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa</p>	<p>crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa</p>	<p>crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa</p>	<p>crotchet, quaver, dotted quaver and semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa</p>
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	patterns. Understanding non-verbal indications made by a teacher regarding volume.	patterns. Understanding non-verbal indications made by a teacher regarding volume.	patterns. Understanding non-verbal indications made by a teacher regarding volume.	patterns. Understanding non-verbal indications made by a teacher regarding volume.	patterns. Understanding non-verbal indications made by a teacher regarding volume.	patterns. Understanding non-verbal indications made by a teacher regarding volume.
Key subject links						Speech and Drama
Key Vocabulary & Concept	1. Glockenspiel 3. Rhythm 3.6 Dotted Quavers 3.7 Semibreves 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# 4.17 Scale 6. Dynamics 6.7 Very loud (fortissimo) 6.8 Very quiet (pianissimo) 6.9 Somewhat loud (mezzo forte)	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary



