

Autumn 1 <b>The Animal Kingdom</b>	Autumn 2 <b>Great Fire of London</b>	Spring 1 <b>Making Things Move</b>	Spring 2 <b>The Circus</b>	Summer 1 <b>Growing up</b>	Summer 2 <b>Beside the Seaside</b>
<p>Carnival of the Animals</p> <ul style="list-style-type: none"> <li>To become familiar with the composer Saint-Saens</li> <li>To listen and appraise significant pieces of music referring to dynamics, tempo, instruments used and mood created</li> <li>To recognise the character of a piece of music and begin to use musical terminology when describing how the character is created</li> <li>Listen with increased concentration to sounds/music and respond by talking about them or physically with movement and dance.</li> <li>To discuss how Saint-Saens was able to depict the different animals, sharing their likes and dislikes and opinions.</li> <li>To recognise the instruments used in Carnival of the Animals and discuss the reasons for the choices made referring to pitch and timbre.</li> <li>To have some basic understanding of what a March is</li> <li>Identify different qualities of sound (timbres) such</li> </ul>	<p>Christmas Performance</p> <ul style="list-style-type: none"> <li>To learn to sing and perform a range of songs from our Christmas production</li> <li>Children have increased awareness of rhythm and pitch accuracy as well as following a conductor.</li> <li>To prepare to move expressively to music as part of our Christmas production</li> </ul>	<p>Recorder</p> <ul style="list-style-type: none"> <li>To play tuned instruments musically</li> <li>To begin to understand how to hold a recorder and produce sound</li> <li>To read crotchet and quaver rhythms</li> <li>To copy simple rhythms</li> <li>To understand the difference between pulse and rhythm.</li> <li>To learn how to hold and make a B sound</li> <li>To feel and play on the pulse</li> <li>To play in time to accompaniment</li> <li>To make a nice B sound and learn to play an A sound</li> <li>To move smoothly from B to A on a recorder</li> <li>To play with some awareness of dynamics.</li> <li>To use their voices expressively by singing songs</li> <li>To listen with concentration and understanding to high quality live and recorded music referring to dynamics, tempo, instruments used and mood created.</li> </ul>	<p>Recorder</p> <ul style="list-style-type: none"> <li>To play tuned instruments musically</li> <li>To learn to play clearer B and A on the recorder</li> <li>To move smoothly from B to A on a recorder</li> <li>To learn to play a G on the recorder</li> <li>To read a score with B,A,G pitch and play the corresponding tunes</li> <li>To listen with concentration and understanding to high quality live and recorded music</li> <li>To recognise the characteristics and history of Rag Time</li> <li>To read crotchets, quavers, minims and semibreves and their corresponding rests</li> <li>To improvise, create simple compositions and begin to record them on a staff.</li> <li>To use their voices expressively by singing songs.</li> </ul> <p>Listening and Appraisal:</p> <ul style="list-style-type: none"> <li>Ragtime pieces by Scott Joplin</li> </ul>	<p>Recorder</p> <ul style="list-style-type: none"> <li>To move smoothly from between A, B &amp; G on a recorder</li> <li>To listen to the sound they are producing and self-assess.</li> <li>To start preparing for a recorder concert</li> <li>To play in time to accompaniment and as an ensemble</li> <li>To listen attentively to significant pieces of music and appraise</li> <li>To recognise the characteristics of and some of the history of Jazz music</li> </ul> <p>Listening and Appraisal:</p> <p>Significant Jazz standards</p> <ul style="list-style-type: none"> <li>Louis Armstrong</li> <li>Ella Fitzgerald</li> <li>Charlie Parker</li> <li>Dizzie Gillespie</li> </ul>	<p>Recorder</p> <ul style="list-style-type: none"> <li>To become more confident playing G</li> <li>To continue to gain confidence playing the recorder</li> <li>To prepare for a concert</li> <li>To perform in front of their parents and the school.</li> </ul> <p>Listening and Appraisal:</p> <ul style="list-style-type: none"> <li>Oh I do like to be beside the seaside</li> <li>Summer holiday</li> <li>What do we do with a sinking sailor</li> <li>Yellow Submarine</li> <li>La Mer</li> </ul>

<p>as smooth, scratchy, clicking, ringing, and how they are made.</p> <ul style="list-style-type: none"><li>• Select and compose music based on the timbral quality of an instrument to reflect an animal's character.</li><li>• To create an animal soundscape with children explaining their choices.</li></ul> <p>Listening and Appraisal:</p> <ul style="list-style-type: none"><li>• Saint-Saens - The Carnival of the Animals</li></ul>		<ul style="list-style-type: none"><li>• To recognise the characteristics of Classical music</li><li>• To improvise and create simple compositions</li></ul> <p>Listening and Appraisal:</p> <ul style="list-style-type: none"><li>• Carl Orff - Carmina Burana</li><li>• Schubert - Ave Maria</li><li>• Beethoven – Symphony No 5</li></ul>			
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