



National Curriculum Links

Autumn 1 Establishing	Autumn 2 Establishing	Spring 1 Developing	Spring 2 Developing	Summer Embedding
<p>Main Focus Beat and Rhythm</p> <p>Establishing prior knowledge through baseline activities</p> <p>Introduction to instrument</p> <p>How to assemble/dismantle and take care of instrument</p> <p>End of half term performance/recording</p>	<p>Main Focus Pitch</p> <p>Introduction to notation</p> <p>Introduction of first 2-3 pitches on instrument</p> <p>Development of sound</p> <p>End of half term performance/recording</p>	<p>Main Focus Dynamics and Tonality/Harmony</p> <p>Recap and build on rhythm and notation work from previous term, increasing note range on instrument</p> <p>Listen to, read and perform dynamics as written in this half term's materials</p> <p>Develop understanding major/minor tonality and simple harmony</p> <p>End of half term performance/recording</p>	<p>Main Focus Tempo, Ostinato and Rests</p> <p>Continue to increase note range</p> <p>Continue to develop reading of notation including rests</p> <p>Develop understanding of different time signatures</p> <p>End of half term performance/recording</p>	<p>Main Focus Consolidation</p> <p>Using skills learned so far to play more complex pieces</p> <p>Building on pitch, begin to include semi tones and key signatures for those identified as G&T</p> <p>Building on rhythm, extend knowledge of dotted notes and syncopation</p> <p>Assessment of overall progress</p> <p>Work towards final performance/recording of the year</p>
<p>Activities will include</p> <p>Rhythm games</p> <p>Vocal warm ups</p> <p>Producing a sound</p>	<p>Activities will include</p> <p>Rhythm games and vocal warm ups</p>	<p>Activities will include</p> <p>More complex rhythm games and vocal warm ups</p>	<p>Activities will include</p> <p>Play tunes with more complex rhythms</p> <p>Play pieces in 3 and 4 time</p>	<p>Activities will include</p> <p>Increased playing time</p>

	Critically self-evaluate sound based on call and response activities	Learning how to play different dynamics on instruments	Sing songs and play pieces including ostinato	Identifying potential pupils to continue into the Replay Scheme Performance for parents (subject to school diary)
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National Curriculum Links (Key Stage 2)

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 structure and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 interrelated 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



= Covered through the MECLA scheme of work



= Some elements covered through the MECLA scheme of work



=Not covered through the MECLA scheme of work