

## Singing

Sing a broad range of unison songs with the range of an octave (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

## Listening

develop a shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

respond to a wide range of recorded and live performances of various genres (see below).

### Western Classical Tradition and Film

Title	Composer	Period
Symphony No. 5	Beethoven	Classical
O Eucharisti	Hildegard	Early
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

### Popular Music

Style	Title	Artist(s)
Jazz	Take the 'A' Train*	Billy Strayhorn/Duke Ellington Orchestra
90s Indie	Wonderwall	Oasis
Rock n Roll	Hound Dog	Elvis Presley
Pop	With a Little Help with My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

### Musical Traditions

Country*	Tradition	Title	Artist/Composer
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar

## Composing

**Improvise** on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

**Compose:** Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.

Sing and play these phrases as self-standing compositions.

create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

Compose music to create a specific mood, for example creating music to accompany a short film clip, introducing major and minor chords.

Capture and record creative ideas.

## Performance

Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

Develop basic skills of a selected musical instrument over a sustained learning period.

Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups

Perform in two or more parts (e.g. melody and accompaniment or a duet).

## Reading notation

Understand the differences between minims, crotchets, paired quavers and rests.

Read and perform pitch notation within a defined range. C-G

Follow and perform simple rhythmic scores to a steady beat.