

Woore Music LTP With Assessment Links **Class 3**

Half Term Cycle A	Topic Focus	Brief Description/focus	<b>Progression/Assessment Focus – UKS2</b> <b>THROUGHOUT:</b> Creates and performs sounds with accuracy including with music technology.  Performs confidently in a group and solo, with expression and variety.  Organises sounds effectively using a variety of instruments or music technology and styles
Autumn 1	The Water Cycle	<b>Composition Focus</b> Using the water cycle as stimulus, pupils compose a sequence of music using a range of instruments which they record using graphic notation. They then perform and evaluate their compositions.	Selects and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.  Selects, orders, combines, and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story. Creates and combines rhythms, melodies, harmonies, loops, or lyrics within own musical pieces effectively.  Composes and perform solos and with others effectively and imaginatively to create songs, chants, or pieces Uses notation (graphic scores, rhythm, or staff notation) to support & record composition to improvise, compose and record own compositions.
Autumn 2	Festive Tunes	<b>Playing Focus</b> Using glockenspiels and xylophones, pupils play a series of increasingly challenging festive melodies using notation (with some letter and colour scaffolding).	Plays with others keeping to a common pulse  Plays instruments with confidence and expression  Selects and controls beats, chords, effects, and loops effectively in music technology programmes. Performs complex rhythmic patterns to an internalised pulse  Recognises a metre of 3 & 4  Recognises a change in metre  Performs complex melodies and pitched accompaniments to an internalised pulse Leads a group and follows a leader directing changes in musical expression Maintains an independent part in an ensemble  Understands how the texture might vary Plays using notation as support (Staff & rhythm notation, graphic scores) Performs confidently in a group and solo, with expression and variety. Organises sounds effectively using a variety of instruments or music technology and styles

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Spring 1	Group Songs	<p><b>Singing Focus</b> Pupils learn to sing a range of songs from a wide variety of cultures. These songs feature round, harmony and drone elements.</p>	<p>Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre, and times. Understands why and how to warm up the voice.</p> <p>Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.</p> <p>Uses dynamics, phrasing, emphasis, and accents to create intended effects.</p> <p>Sings with an awareness of breathing, posture, and diction. Sings confidently in unison and solo.</p> <p>Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato, and harmony). Follows more complex musical instructions (e.g. in part singing).</p>
Spring 2	Mayan Melodies	<p><b>Improvisation Focus</b> Using their Mayan topic as stimulus, pupils work in groups to produce an extended piece of improvised music using a range of instruments (pupil choice). Pupil develop melodic and textural themes to manipulate during extended practice and then performance.</p>	<p>Improvises imaginatively and expressively with voice, instruments or music technology using inter-related dimensions of music. Improvises and composes imaginatively to communicate ideas &amp; moods Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato, or chord sequence) confidently and imaginatively. Composes and perform solos and with others effectively and imaginatively to create songs, chants, or pieces</p>
Summer 1	Garage Band	<p><b>Composition/Arrangement Focus</b> Using ipads, pupils arrange loops, drum beats, and simple melodies to create and share a short 1 minute piece of EDM (<i>Electronic Dance Music</i>).</p>	<p>Creates and performs sounds with accuracy including with music technology.</p> <p>Selects and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.</p> <p>Selects, orders, combines, and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story. Creates and combines rhythms, melodies, harmonies, loops, or lyrics within own musical pieces effectively.</p> <p>Composes and perform solos and with others effectively and imaginatively to create songs, chants, or pieces Uses notation (graphic scores, rhythm, or staff notation) to support &amp; record composition to improvise, compose and record own compositions.</p>
Summer 2	Celebration Songs	<p><b>Singing Focus</b> Pupils learn and perform a range of classic and contemporary celebration songs, using group, solo, and whole class parts, harmonies, and round elements.</p>	<p>Performs confidently in a group and solo with expression and variety.</p> <p>Performs in a way that reflects the meaning and impact of the lyrics to an audience. Understands more complex song structures.</p> <p>Identifies phrases through breathing appropriately.</p>

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