



Music Unit Overview

Nursery

Vocabulary

Listen, ears, sound, hear, song, sing, Instruments, tambourine, maraca, castanet, drum, bells, cymbals.

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

Vocabulary

Pitch, volume, loud, quiet, tempo, fast, slow, rhythm, melody, dance, movement.

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music;

Year 1

Autumn 1	Autumn 2
Vocabulary Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	Vocabulary Pulse, rhythm, pitch, rap, melody, bass, singers, keyboard guitar, percussion, saxophone, perform
Hey You In this unit the children will learn: <ul style="list-style-type: none">➤ To find the pulse as they listen to a song.➤ To understand the pulse as the heartbeat of the music.➤ To march in time to a pulse➤ To clap the rhythm of their name over a track➤ To copy back a simple rhythm heard➤ To play a single note in time with music (C)	Rhythm in the way we walk In this unit the children will learn: <ul style="list-style-type: none">➤ To find the pulse as they listen to a song.➤ To understand the pulse as the heartbeat of the music.➤ To march in time to a pulse➤ To clap the rhythm of their name over a track➤ To copy back a simple rhythm heard➤ To begin to understand that pitch is high and low sounds➤ To create rhythms from words e.g. Food, colours and animals.➤ To recognise and name two or more instruments: singers, keyboard, bass, guitar, percussion, trumpets and saxophones.
Spring 1	Spring 2
Vocabulary Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.	Vocabulary Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience
In the Groove In this unit children will learn: <ul style="list-style-type: none">➤ To find the pulse as they listen to a song.➤ To understand the pulse as the heartbeat of the music.➤ To move in time to a pulse➤ To copy a series of actions shown on screen➤ To sing together in time in different styles➤ To be introduced to five different musical styles: blues, Baroque, Latin, Irish Folk and Funk and identify some of them.➤ To play a single note in time to music and as part of a class performance.➤ To compose a simple melody using notes C and D.	Round and Round In this unit children will learn: <ul style="list-style-type: none">➤ To find the pulse as they listen to a song.➤ To understand the pulse as the heartbeat of the music.➤ To march in time to a pulse➤ To clap the rhythm of their name over a track➤ To copy back a simple rhythm heard➤ To play three notes in time with music (D, F, C)➤ Sing a song and perform given actions.➤ To recognise and name two or more instruments: singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

Summer 1	Summer 2
<p>Vocabulary Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>	<p>Vocabulary Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination, Blues, Baroque, Latin, Irish Folk, Funk, Rap, groove, trumpets, saxophones, pulse, percussion</p>
<p>Your Imagination In this unit children will learn:</p> <ul style="list-style-type: none"> ➤ To find the pulse as they listen to a song. ➤ To understand the pulse as the heartbeat of the music. ➤ To march in time to a pulse ➤ To copy back a simple rhythm heard ➤ Clap the rhythm of their name, favourite animal and favourite colour. ➤ Invent their own rhythms. ➤ Sing in unison and in two parts. ➤ To recognise and name two or more instruments: female singer, keyboard, bass and drums. 	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

Year 2

Autumn 1	Autumn 2
Vocabulary Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Vocabulary Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo
Hands, Feet, Heart In this unit the children will learn: <ul style="list-style-type: none">➤ To find the pulse as they are listening to the music➤ To know that music has a steady pulse.➤ To copy and clap back rhythms.➤ To understand that rhythms are different from the pulse.➤ To recognise that songs sometimes have a question and answer section and a chorus.➤ To play accurately and in time using notes G, A and C➤ To compose a simple melody using the notes C and D➤ To know that pitch is high and low sounds➤ Recognise two or more instruments heard: keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.	Ho, Ho, Ho In this unit the children will learn: <ul style="list-style-type: none">➤ To find the pulse as they are listening to music➤ To understand that songs have a musical style. This song has a rap in (spoken word)➤ To recognise some of the instruments / voices heard: singers, keyboard, bass, guitar, percussion, trumpets and saxophones.➤ To march to a pulse➤ To create their own rhythms for the class to copy back➤ To play accurately and in time using notes G, A and B➤ To sing and rap together and in time➤ To improvise using words
Spring 1	Spring 2
Vocabulary Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Vocabulary Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.
I Wanna Play in a Band In this unit the children will learn: <ul style="list-style-type: none">➤ To find the pulse as they are listening to music➤ To understand that songs have a musical style. This unit is about Rock music➤ To create their own rhythms for the class to copy back➤ To play accurately and in time using the notes D, G F and C➤ To improvise using notes F and G➤ To compose a simple melody using simple rhythms and notes F, G and A➤ To recognise and name some of the instruments heard: keyboard, drums, bass, electric guitar and singers.	Zootime In this unit the children will learn: <ul style="list-style-type: none">➤ To find the pulse as they are listening to music➤ To understand that songs have a musical style. This unit is about Reggae music➤ Listen and clap back then listen and clap their own answer.➤ To play accurately and in time using the notes D, G F and C➤ To improvise using notes C and D➤ To compose a simple melody using simple rhythms and notes C, D and E➤ To recognise and name some of the instruments heard: keyboard, drums, bass, electric guitar and singers.

Summer 1	Summer 2
<p>Vocabulary Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Vocabulary Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, Reggae, Rock, Rap, question and answer, crotchet, crotchet rest, minim, minim rest, bar, barline, stave, clef</p>
<p>Friendship Song In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To find the pulse as they are listening to music. ➤ Understand that rhythms are different from pulse. ➤ Listen and clap back then listen and clap their own answer. ➤ Create own rhythms for the class to copy back. ➤ Play accurately and in time using the notes E, G and C ➤ Sing in two parts ➤ To compose a simple melody using simple rhythms and notes E,G, A and B ➤ To improvise using notes C and D ➤ To recognise and name some of the instruments heard: keyboard, drums, bass, a female singer and a glockenspiel. 	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p> <ul style="list-style-type: none"> ➤ To listen and appraise a different piece of classical music each lesson. ➤ To understand what staves and clefs are and they role they play and written music. ➤ To understand what time signatures, bars and barlines are and they role they play and written music. ➤ To understand how crochets and crotchet rests are written and that each is worth one count. ➤ To understand how minims and minim rests are written and that each are worth two counts.

Year 3

Autumn 1	Autumn 2
Vocabulary Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	Vocabulary Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody
Let your Spirit Fly In this unit the children will learn: <ul style="list-style-type: none">➤ To identify the structure of the piece: introduction, verse, chorus➤ To identify the instruments: male/female voices, bass, drums, guitar, keyboard and synthesizer➤ To copy back, play and invent both rhythmic and melodic patterns➤ To sing in two parts➤ To know the difference between pulse and rhythm➤ To play accurately and in time using notes F, G and C by ear and by notation (more able)➤ To improvise using the notes C and D➤ To compose using the notes C, D and E➤ To be able to identify the style of music: RnB	Glockenspiels Stage 1 In this unit the children will learn: <ul style="list-style-type: none">➤ To play and read the notes C, D, E and F➤ To play a variety of tunes on the glockenspiel➤ To improvise using the notes C and D to Dee Cee's Blues➤ To compose using the notes C, D, E and F
Spring 1	Spring 2
Vocabulary Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale	Vocabulary Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody
Three Little Birds In this unit the children will learn: <ul style="list-style-type: none">➤ To identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.➤ To identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.➤ To find the pulse and identify funky rhythms, tempo changes and dynamics.➤ To copy back, play and invent rhythmic and melodic patterns.➤ To sing in unison	The Dragon Song In this unit the children will learn: <ul style="list-style-type: none">➤ To identify the themes within a piece of music: Kindness, respect, friendship, acceptance and happiness.➤ To identify the instruments/voices: Keyboard, drums, bass, a female singer.➤ To explain how the words of the song tell a story➤ To copy back, play, invent rhythmic and melodic patterns.➤ To sing in 2 parts.➤ To know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a

<ul style="list-style-type: none"> ➤ To lay instrumental parts accurately in time using notes C, G and A ➤ To compose using notes C, D and E ➤ To improvise using notes C and D ➤ To be able to identify the style of music: Reggae 	<p>song.</p> <ul style="list-style-type: none"> ➤ To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. ➤ To record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? ➤ To play instrumental parts accurately and in time, as part of a performance. ➤ To compose a simple melody using simple rhythms and use as part of the performance.
<p>Summer 1</p>	<p>Summer 2</p>
<p>Vocabulary Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody</p>	<p>Vocabulary Duration, stave, clef, quaver, crotchet, rest, bar, barline, time signature, keyboard, drums, bass, improvise, compose, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics melody</p>
<p>Bringing Us Together In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To find the pulse while listening, identify funky rhythms, tempo changes, dynamics. ➤ To identify the instruments/voices they can hear: Keyboard, drums, bass, a female singer. ➤ To copy back, play, invent rhythmic and melodic patterns. ➤ To improvise in the lessons and as part of the performance using the notes C and A ➤ To compose a simple melody using simple rhythms. and use as part of a performance using the notes: C, D, E, G + A (pentatonic scale). ➤ to play instrumental parts accurately and in time (using glocks or recorders), as part of the performance using the notes G, A + C. 	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To listen to and appraise a selection of classical music ➤ To revisit the terms: duration, staves and clefs ➤ To understand how quavers and quaver rests are written and that each are worth a half count. ➤ To revisit the knowledge that crotchets and crotchet rests are worth one count and that minims and minim rests are worth two counts and to recognise the symbols for each of these. ➤ To revisit what time signatures, bars and barlines are and they role they play and written music.

Year 4

Autumn 1	Autumn 2
<p>Vocabulary Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	<p>Vocabulary Recorder, right, left, treble clef, pulse, rhythm, time signature, barline score, duet, improvise</p>
<p>Mama Mia In this unit the children will learn:</p> <ul style="list-style-type: none">➤ To understand the difference between pulse and rhythm and be able to keep the internal pulse.➤ Copy back, play and invent rhythmic and melodic patterns➤ To identify the structure of a piece of music: intro, verse, bridge, chorus etc.➤ To identify key instruments, keyboard, glockenspiel, electric guitar, bass and drums➤ To sing in unison➤ To play instrumental parts some by ear and more able by notation➤ Improvise and compose using the notes, G, A B D and E	<p>Recorder 1 In this unit the children will learn:</p> <ul style="list-style-type: none">➤ To hold a recorder correctly with their left hand on top➤ To make a clear sound and tongue each note➤ To stand and it straight and relaxed whilst playing➤ To make a clear sound on the notes B and A and tongue notes➤ To recognise (and draw) a treble clef➤ To keep pulse when playing the recorder➤ To breathe at the correct time when playing➤ To copy back a given rhythm on the note B➤ To identify and draw the time signature, bar lines, treble clef and note B on a score.➤ To cover the finger holes properly to make a good sound➤ To play a part in a duet (piece with two parts)➤ To improvise using the notes A and B
Spring 1	Spring 2
<p>Vocabulary Musical style, rapping, lyrics, choreography, digital / electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>	<p>Vocabulary Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>
<p>Stop In this unit the children will learn:</p> <ul style="list-style-type: none">➤ To identify the structure of the music: intro, verses and chorus➤ To identify the instruments: digital / electronic sounds, turntables, synthesizers and drums➤ To find the pulse and identify tempo changes and changes in dynamics and texture.➤ To sing and rap in unison and in parts.➤ To compose their own rapped lyrics	<p>Lean on Me In this unit the children will learn:</p> <ul style="list-style-type: none">➤ To identify the structure of the music: intro, verse, chorus, verse, bridge, verse, outro➤ To copy back, play, invent rhythmic and melodic patterns.➤ To read music including the notes C, E F and G from notation (more able)➤ To compose a simple melody using the notes C, D, F, G and A➤ To improvise a simple melody using the notes F and G

Summer 1	Summer 2
<p>Vocabulary Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p>	<p>Vocabulary Semibreve, semibreve rest, quaver, quaver rest, timbre, piano (p), forte (f), pianissimo (pp)– very quietly; mezzo piano (mp) – moderately softly; mezzo forte (mf) – moderately strong and fortissimo (ff) – very strong</p>
<p>Blackbird In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To identify the themes contained in pieces of music (equality, civil rights) ➤ To identify the instruments: solo male vocals, acoustic guitar, percussion, birdsong ➤ To play instrumental part accurately and in time as part of a performance including notes G, A, B and C by ear and using notation (more able). ➤ To compose a simple melody using notes C, D, E, G and A ➤ To improvise using the notes C, D and E 	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p> <ul style="list-style-type: none"> ➤ To listen and appraise a different piece of classical music each lesson. ➤ To revisit what staves and clefs are and they role they play and written music. ➤ To revisit what time signatures, bars and barlines are and they role they play and written music. ➤ To understand how semibreves and semibreve rests are written and that each are worth four counts. ➤ To understand how quavers and quaver rests are written and that each are worth a half count. ➤ To know that timbre means the quality or character of a musical sound ➤ To understand that the expressions p (piano) and f (forte) tell musicians to play quietly (p) or strong (f) ➤ To know the following expressions: pp (pianissimo – very quietly, mp (mezzo piano – moderately softly) mf (mezzo forte – moderately strong) and ff (fortissimo – very strong)

Year 5

Autumn 1	Autumn 2
Vocabulary Rock, structure, pulse, rhythm, tempo, texture, pitch, bridge, backbeat, amplifier, dynamics, chorus, riff, hook, improvise, compose	Vocabulary Rhythm patterns, compose, melody, pulse, rhythm. pitch, tempo, dynamics, texture, structure.
Livin' on a Prayer In this unit the children will learn: <ul style="list-style-type: none">➤ To identify the piece's structure: intro, verse, bridge, chorus, intro, verse, bridge, chorus, guitar solo, bridge, chorus➤ To identify the instruments: lead vocal, electric guitar, bass guitar, drums, keyboard➤ Play instrumental parts accurately and in time including the notes G, A, B D, E, and F sharp by ear and notation (more able).➤ To improvise using notes G, A and B➤ To compose using the notes G, A, B, D and E (pentatonic scale)	Glockenspiel Stage 2 In this unit the children will learn: <ul style="list-style-type: none">➤ Listen to and copy back a number of simple phrases➤ Revise the definition of the term 'pitch' meaning high or low sounds➤ To revise, play and read the notes C, D, E, F and G➤ To compose using the notes C, D, E, F and G➤ To revise the terms and symbols for semibreve (4 counts) and semibreve rest, minim (2 counts) and minim rests, crotchet (1 count) and crotchet rests.
Spring 1	Spring 2
Vocabulary Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Vocabulary Old-school Hip Hop, Rap, riff, synthesizer, deck, backing, loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Make you Feel My Love In this unit the children will learn: <ul style="list-style-type: none">➤ To identify the structure of the piece: piano intro, verse, verse, chorus, verse, interlude, chorus, verse with tag ending.➤ Identify the instruments: strings, piano, guitar, bass and drums.➤ Play instrumental part accurately and in time as part of the performance using the notes C, D, E, F and G by ear or notation (more able)➤ Sing in unison➤ Compose using the notes C, D, E F and G➤ Identify the 'style indicators' of a pop ballad	The Fresh Prince of Bel-Air In this unit the children will learn: <ul style="list-style-type: none">➤ To identify the instruments: loops, samples, decks, scratching, drums, bass, synthesizer, rapper➤ To identify changes in tempo, dynamics and texture➤ To play instrumental parts of the piece using notes D, G and A (more able also C, E, F) by ear or notation (more able)➤ To improvise using notes D, E and F➤ To compose using notes D, E, F, G and A➤ To know how to identify a piece of music written in a hip hop style.

Summer 1	Summer 2
<p>Vocabulary Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Vocabulary Pitch, tempo, dynamics, staves, clefs, time signatures, pulse, semibreve, semibreve rest, quaver, quaver rest, bass and treble clef, piano (p), forte (f), pianissimo (pp)– very quietly; mezzo piano (mp) – moderately softly; mezzo forte (mf) – moderately strong and fortissimo (ff) – very strong</p>
<p>Dancing in the Street In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To identify the piece’s structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3 ➤ To Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). ➤ Play instrumental parts accurately and in time using notes F, G, A and D by ear and notation (more able) ➤ To improvise using the notes D, E and F ➤ To compose using notes C, D, E, F and G ➤ To know the style indicators of Motown 	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <ul style="list-style-type: none"> ➤ To revisit definitions of pitch, tempo, dynamics, staves and clefs, time signatures and pulse from previous years. ➤ To revisit how semibreves and semibreve rests are written and that each are worth four counts. ➤ To revisit how quavers and quaver rests are written and that each are worth a half count. ➤ To know that music is written in the bass or treble clef and know the signs used for each ➤ To revisit the knowledge that the expressions p (piano) and f (forte) tell musicians to play quietly (p) or strong (f) ➤ To revise the following expressions: pp (pianissimo – very quietly, mp (mezzo piano – moderately softly) mf (mezzo forte – moderately strong) and ff (fortissimo – very strong)

Year 6

Autumn 1	Autumn 2
<p>Vocabulary style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo</p>	<p>Vocabulary Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>
<p>Happy In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To describe the style indicators of the song/music. ➤ To describe the structure of the song. ➤ To identify the instruments/voices they can hear. ➤ To talk about the musical dimensions used in the Play instrumental parts accurately and in time as part of the performance using the notes A, G + B by ear and from notation. ➤ Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. Using the notes: C, E, G, A + B. 	<p>You've Got a Friend In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To describe the structure of the song. ➤ To identify the instruments/voices they can hear. ➤ To talk about the musical dimensions used in the song. ➤ To contribute as part of the performance using the notes C, D, E + F by ear and from notation. ➤ To improvise in the lessons and as part of the performance using the notes A, G + E. ➤ To compose a melody using simple rhythms and use as part of the performance using the notes: E, G, A, C + D.
Spring 1	Spring 2
<p>Vocabulary Time signature, bar lines, treble clef, improvise, semibreve, minim,</p>	
<p>Recorder 2 In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤ To revise the notes B and A ➤ To revise how to identify and draw the time signature, bar lines, treble clef and not B on a score. ➤ To improvise and play a song using then notes A and B ➤ To recognise and play semibreves and minims ➤ To play the notes G, F and C ➤ To play a piece of music using the notes B, A and G ➤ To know how each of these notes is recorded on a stave ➤ To read music with all learned notes (more able) ➤ To learn to play both upper and lower D 	<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> ➤

Summer 1	Summer 2
Year 6 Production In this unit the children will learn: ➤	Year 6 Production In this unit the children will learn: ➤