

Sticky Knowledge • To know: when an instrument is playing the melody. • To know: when lyrics form the loop. • To know: lyric loops are short, simple and repeated. • To know: a round is singing the same melody at different times.	Key Vocabulary Beat, harmony, melodic loop, melody, rhythmic loop, round, singing technique
Skills	Knowledge
<u>Listening and evaluating</u> • Listening with attention to detail, focusing on a specific feature of the music e.g. pitch • Recognising simple patterns that combine rhythm and pitch. • Recognising and discussing how pitch changes e.g. getting higher/ getting lower. • Recognising and discussing how volume (dynamics) change e.g. getting louder/quieter • Sharing their opinion based on a specific part of the music.	• To know that music can be described using musical elements such as pitch, rhythm, tempo and dynamics. • To know that contrast in music means using differences.

Creating sound

- Competently singing songs with a range of five notes.
- Beginning to maintain a singing part within a group.
- Singing songs where the melody move up and down in small steps.
- Singing simple melodies built on repetition and call and response.
- Singing in a round, maintaining an independent part in a group.
- Considering their own volume (dynamics) when singing in a group.
- Actively trying to match the correct pitch when singing.
- Beginning to recognise how posture improves the singing voice.
- Beginning to sing clearly, pronouncing words accurately.
- Using simple breathing techniques to help support their voice
- Using the correct technique to hold instruments and accessories comfortably and with control.

Notation

- Using words or syllables to create and represent rhythmic patterns

Composing and improvising

- Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character.
- Exploring a different idea before selecting one.
- Creating short sequences of sound within certain parameters.
- Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast.
- Beginning to choose words that match a melody or rhythm, considering the syllables.
- Beginning to develop a repeated melody within given parameters.

Performing

- Beginning to offer constructive thoughts and opinions on others' performances.
- Reflecting on their own performance expressing what went well.
- Beginning to offer simple, constructive feedback relating to specific elements of the performance.
- Performing simple parts and keeping a steady beat with the support of a backing track.
- Beginning to have an awareness of the difference between practice and performance.
- Beginning to use body language and facial expressions to support a performance.
- Following cues from a leader or backing track to start or stop performances.