

# Improvise and Compose - Year A, Term 1

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen-themed props.	Compose a pentatonic ostinato.	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.	Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.
Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.	Create fragments of songs that can develop into fully fledged songs.
Make up a simple accompaniment using percussion instruments.			
Make up new lyrics and vocal sounds for different kinds of transport.			

# Improvise and Compose - Year A, Term 2

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose a 4-beat rhythm pattern to play during instrumental sections.	Improvise freely over a drone.
Create a sound story using instruments to represent different animal sounds/movements.	Compose new lyrics and create short body percussion patterns to accompany the song.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove.
Make up new lyrics and accompanying actions.			Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.
Improvise a vocal/physical soundscape about minibeasts.			Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.

# Improvise and Compose - Year A, Term 3

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Invent simple patterns using rhythms and notes C-D-E.	Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing.
Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose music, structuring short ideas into a bigger piece.	Compose a simple accompaniment using tuned instruments.
Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.	Create musical phrases from new word rhythms that children invent.	Notate, read, follow, and create a 'score'.	Create and perform their own class arrangement.
Compose a three-beat body percussion pattern and perform it to a steady beat.			
Invent and perform actions for new verses.			

# Sing and Play - Year A, Term 1

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Sing with a sense of pitch, following the shape of the melody with voices.	Sing a cumulative song from memory, remembering the order of the verses.	Sing a call-and-response song in groups, holding long notes confidently.	Sing a sea shanty expressively, with accurate pitch and a strong beat.
Mark the beat of the song with actions.	Play classroom instruments on the beat.	Play melodic and rhythmic accompaniments to a song.	Play bass notes, chords, or rhythms to accompany singing.
Use the voice to adopt different roles and characters.	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.	Rap accurately and rhythmically with dynamic contrasts.	Sing in unison while playing an instrumental beat (untuned).
Match the pitch of a four-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.	Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	Keep the beat playing a 'cup' game.
Sing a tune with 'stepping' and 'leaping' notes.	Play percussion instruments expressively, representing the character of their composition.		Develop and practise techniques for singing and performing in a Gospel style.
Play a steady beat on percussion instruments.			

# Sing and Play - Year A, Term 2

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.	Sing a song in two parts with expression and an understanding of its origins.
Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Play a one-note part contributing to the chords accompanying the verses.	Sing a round and accompany themselves with a beat.
Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.		Play a drone and chords to accompany singing.
Perform the story as a class.	Sing familiar songs in low and high voices, recognising higher and lower.		
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Play a partner clapping game while singing a song.		
Sing in call-and-response and change voices to make a buzzing sound.			
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.			

# Sing and Play - Year A, Term 3

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Sing a song using a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing a lullaby accurately and with expression.
Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Perform vocal percussion as part of a group.	Play an accompaniment using tuned percussion.
With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).	Sing either part of a call-and-response song.	Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.	Sing and play the melody of <i>Kisne banaaya</i> .
Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.	Sing solo or in a pair in call-and-response style.	Sing in a 4-part round accompanied with a pitched ostinato.
Explore dynamics with voices and instruments.	Echo sing a line independently with teacher leading, then move on to pair singing in echo format.		
Sing a melody in waltz time and perform the actions.			
Transfer actions to sounds played on percussion instruments.			
Sing a song while performing a sequence of dance steps.			
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.			

# Listen and Appraise - Year A, Term 1

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Identify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Listen and identify where notes in the melody of the song go down and up.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Respond to musical characteristics through movement.		Recognise individual instruments and voices by ear.
Respond to music in a range of ways e.g. movement, talking, writing.	Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).		Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.
	Listen to 'Aquarium', reflecting the character of the music through movement.		Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).
			Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.
			Understand techniques for creating a song and develop a greater understanding of the songwriting process.

# Listen and Appraise - Year A, Term 2

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Listen and copy back simple rhythmic and melodic patterns.
Enjoy moving freely and expressively to music.	Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.	Develop active listening skills by responding to musical themes through movement.	Identify drum patterns, basslines, and riffs and play them using body percussion and voices.
Listen to music and show the beat with actions.		Understand the structure of rondo form (A-B-A-C-A).	Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.
Use appropriate hand actions to mark a changing pitch.		Develop a sense of beat and rhythmic pattern through movement.	Listen and match vocal and instrumental sounds to each other, and to notation.
Listen to a piece of classical music and respond through dance.		Experience call-and-response patterns through moving with a partner.	
		Listen and compare how different composers have approached creating word-based compositions.	



# Listen and Appraise - Year A, Term 3

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Recognise and copy rhythms and pitches C-D-E.	Show an understanding of why people sing lullabies to babies.
Develop listening skills, identifying dynamics ( <i>forte, piano, crescendo, and diminuendo</i> ) across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Move in time with the beat of the music.	Understand the differences between 3/4 and 4/4 time signatures.
Listen actively to music in 3/4 time.	Create art work, drawing freely and imaginatively in response to a piece of music.	Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	
Find the beat and perform a clapping game with a partner.	Listen to and copy rhythm patterns.	Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.	
Listen to and talk about folk songs from North America.	Copy call-and-response patterns with voices and instruments.		

# Improvise and Compose - Year B, Term 1

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Make up new words and actions about different emotions and feelings.	Improvise rhythms along to a backing track using the note C or G.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Compose a syncopated melody using the notes of the C major scale.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose call-and-response music.	Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.	Create song lyrics.
Explore storytelling elements in the music and create a class story inspired by the piece.	Select instruments and compose music to reflect an animal's character.		Fit lyrics to a pulse, creating a chant.
Make up a simple accompaniment using percussion instruments.	Create, interpret, and perform simple graphic scores.		Write a melody and sing it.
Make up new lyrics and vocal sounds for different kinds of transport.			Structure ideas into a complete song.

# Improvise and Compose - Year B, Term 2

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Explore the range and capabilities of voices through vocal play.	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	'Doodle' with voices over the chords in the song.	Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major.
Create a sound story using instruments to represent different animal sounds/movements.	Create action patterns in 2- and 3-time.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	Improvise over the chords C minor and G7.
Make up new lyrics and accompanying actions.	Compose a soundtrack to a clip of a silent film.	Invent a melody.	
Improvise a vocal/physical soundscape about minibeasts.	Understand and use notes of different duration.		
	Understand and use notes of different pitch.		
	Understand and use dynamics.		

# Improvise and Compose - Year B, Term 3

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Develop a song by composing new words and adding movements and props.		Compose a pentatonic melody.	Create an accompaniment.
Improvise music with different instruments, following a conductor.		Create ostinatos.	Create an extended melody with four distinct phrases.
Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.			Experiment with harmony.
Compose a three-beat body percussion pattern and perform it to a steady beat.			Structure ideas into a full soundtrack.
Invent and perform actions for new verses.			Create a rhythmic piece for drums and percussion instruments.

# Sing and Play - Year B, Term 1

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Sing with a sense of pitch, following the shape of the melody with voices.	Play the melody on a tuned percussion instrument.	Sing in a Gospel style with expression and dynamics.	Sing a syncopated melody accurately and in tune.
Mark the beat of the song with actions.	Sing with good diction.	Play a bass part and rhythm ostinato along with This little light of mine.	Sing and play a class arrangement of the song with a good sense of ensemble.
Use the voice to adopt different roles and characters.	Create, interpret, and perform simple graphic scores.	Sing Part 1 of a partner song rhythmically.	
Match the pitch of a four-note (la-so-mi-do) call-and-response song.		Perform a whole-class 'rondo' made up of playing and singing.	
Sing a tune with 'stepping' and 'leaping' notes.		Sing a stepping melody accurately and with clear articulation and diction.	
Play a steady beat on percussion instruments.			

# Sing and Play - Year B, Term 2

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Develop a sense of beat by performing actions to music.	Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment children create.	Sing swung rhythms lightly and accurately.	Sing accurately in three parts.
Sing an action song with changes in speed.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Learn a part on tuned percussion and play as part of a whole-class performance.	Play chords on tuned percussion, ukulele, keyboard, or apps.
Play along with percussion instruments.	Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.	
Perform the story as a class.	Create action patterns in 2- and 3-time.	Play repeating rhythmic patterns.	
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Compose a soundtrack to a clip of a silent film.	Count musically.	
Sing in call-and-response and change voices to make a buzzing sound.	Understand and use notes of different duration.		
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.	Understand and use notes of different pitch.		
	Understand and use dynamics.		

# Sing and Play - Year B, Term 3

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Sing a song using a call-and-response structure.	Learn an interlocking spoken part.	Sing with expression and a sense of the style of the music.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.
Play sea sound effects on percussion instruments.	Sing a rock 'n' roll-style song confidently.	Understand triads and play C, F, G major, and A minor.	
With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).	Play an introduction on tuned percussion.	Play an instrumental part as part of a whole-class performance.	
Play different instruments with control.	Demonstrate an internalised sense of pulse through singing games.	Sing a part in a partner song, rhythmically and from memory.	
Explore dynamics with their voices and instruments.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.		
Sing a melody in waltz time and perform the actions.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.		
Transfer actions to sounds played on percussion instruments.			
Sing a song while performing a sequence of dance steps.			
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.			

# Listen and Appraise - Year B, Term 1

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Identify and describe contrasts in tempo and dynamics.	Recognise and play echoing phrases by ear.	Listen and move in time to songs in a Gospel style.	Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest).	Explore the influences on an artist by comparing pieces of music from different genres.
Respond to music in a range of ways e.g. movement, talking, writing.	Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.		Identify features of timbre, instrumentation, and expression in an extract of recorded music.
	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.		Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
	Recognise how graphic symbols can represent sound.		Create a shadow movement piece in response to music.



# Listen and Appraise - Year B, Term 2

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	Listen and identify similarities and differences between acoustic guitar styles.	Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Enjoy moving freely and expressively to music.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.
Listen to music and show the beat with actions.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').		
Use appropriate hand actions to mark a changing pitch.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.		
Listen to a piece of classical music and respond through dance.	Move freely and creatively to music using a prop.		

# Listen and Appraise - Year B, Term 3

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
Listen to a range of sea-related pieces of music and respond with movement.	Listen actively and learn about rock 'n' roll music.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Develop listening skills, identifying dynamics ( <i>forte, piano, crescendo, and diminuendo</i> ) across a range of different musical styles.	Listen and match the beat of others and recorded music, adapting speed accordingly.	Watch a film and analyse it in a musical context.	Understand different ways that rhymes work in songs.
Listen actively to music in 3/4 time.	Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.	Identify similarities and differences between pieces of music in a folk/folk-rock style.	Identify different elements of a song's structure.
Find the beat and perform a clapping game with a partner.			Understand the concept of identity and how you can express that in songs.
Listen to and talk about folk songs from North America.			Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
			Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

# Improvise and Compose - Optional units

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
	Explore using sound quality (timbre), dynamics, and pitch to tell a story.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Compose a kecak piece as part of a group.
	Compose new words for the greeting section of the song.	Improvise and compose, creating atmospheric music for a scene with a given set of instruments.	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo.
	Invent simple patterns using voices, body percussion, and then instruments.	Create short sounds inspired by colours and shapes.	Notate ideas to form a simple score to play from.
	Follow signals given by a conductor/leader.	Structure musical ideas into a composition.	Use the notes C-E-G (C major triad) to compose a fanfare melody.
	Structure compositional ideas into a bigger piece.	Create and read graphic scores.	Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
	Improvise solos using instruments.		Learn some simple choreography to accompany a disco song.
	Improvise and compose, structuring short musical ideas to form a larger piece.		Create variations using a wide variety of composing techniques.
	Begin to understand duration and rhythm notation.		Improvise on top of a repeating bassline.
	Structure musical ideas into a whole-class composition.		Improvise extended melodies using the pentatonic scale.
	Improvise and compose a sequence of sounds in response to a given stimulus.		In groups, compose a short song on the theme of leavers.
	Compose an accompaniment using tuned percussion, playing chords and, creating sound effects.		Create an arrangement of a song considering the texture and structure.

# Sing and Play - Optional units

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
	Sing a simple singing game, adding actions to show a developing sense of beat.	Sing by improvising simple melodies and rhythms.	Sing/chant a part within a kecak performance.
	Change voice to suit different characters while performing appropriate actions.		Sing with expression and an appreciation of the song's history and purpose. Perform for an audience as part of Remembrance services, or a class history topic assembly.
	Play contrasting accompaniments to reinforce the verse structure.		Play the <i>Home fires fanfare</i> as a class from the score.
	Sing a song that includes a time change from march to a jig.		Sing the verse in unison and the chorus in harmony.
	Play untuned percussion instruments and use movement to show the beat changing.		Know what a triad is and how to play one.
	Perform a song and dance simultaneously.		Play the chords D and G major, following a score of the chorus.
	Sing and play, performing composed pieces for an audience.		Organise and rehearse for a performance.
	Learn a simple rhythm pattern and perform it with tempo and volume changes.		Play the melodic riff (or melody of the chorus) by ear.
	Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .		Decipher a graphic score.
	Follow signals from a conductor.		Play <i>Twinkle, twinkle, little star</i> .
	Sing small intervals accurately and confidently, and vary dynamic contrast.		Sing accurately in three parts.
	Play a piece, following a graphic score.		Play the drone, bass note, or chord for a chorus of <i>Skye boat song</i> .
	Sing clearly articulated words, smoothly, and together in time.		Perform expressively as part of group, and make a recording of their songs.
	Match voices accurately in a singing game.		

# Listen and Appraise - Optional units

Phase 1 - Reception	Phase 2 - KS1	Phase 3 - Lower KS1	Phase 4 - Upper KS2
	Listen actively by responding to musical signals and musical themes using appropriate movement.	Begin to develop an understanding and appreciation of music from different musical traditions.	Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.
	Create a musical movement picture.	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Listen and match vocal and instrumental sounds to each other, and to notation.
	Identify a simple song structure and rhyme pattern.	Understand that a folk song is music that belongs to the people of a particular place.	Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.
	Listen to a jig and move in time to the music.	Identify how the pitch and melody of a song has been developed using symmetry.	Understand and recognise ternary form.
	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.	Sing with expression and an appreciation of the song's history and purpose. Perform for an audience as part of Remembrance services, or a class history topic assembly.
	Listen to and analyse four pieces of music inspired by travel/vehicles.	Talk about the effect of particular instrument sounds (timbre).	Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions.
	Listen to and appraise music in a minor key, recognising small steps in the music.	Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	Develop knowledge and understanding of the history, and social context of music associated with the First World War.
	Listen to the music and create a 'minibeast'-inspired dance.		Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.
			Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
			Identify some of the features of traditional Scottish music that have influenced the composition of the song <i>Touch the sky</i> .