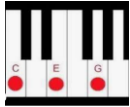


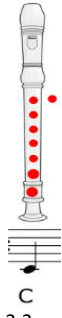
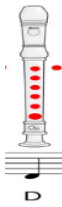
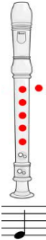
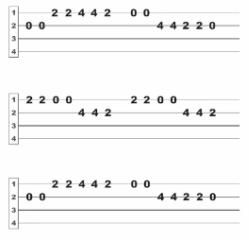


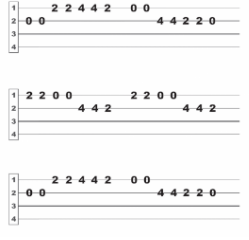










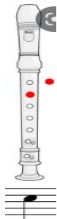





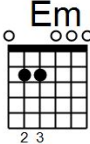



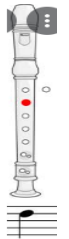
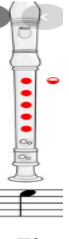
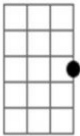
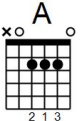

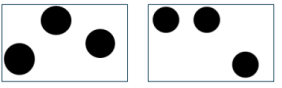

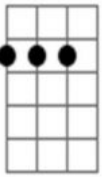
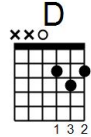

	R	1	2	3	4	5	6
		Songs at the start of all lessons to get started. 1.1 1.6 Songs on assembly.	Songs at the start of all lessons to get started 2.1 2.1a Songs on assembly.	Songs at the start of all lessons to get started 3.1 3.1a 3.4- change of lyrics 3.6- composers introduced in assembly. Songs on assembly.	Songs at the start of all lessons to get started Songs on assembly. 4.1 4.1a	Songs at the start of all lessons to get started Songs on assembly. 5.1 5.1a 6.6, 6.6a. 6.6b composers introduced in assembly.	Songs at the start of all lessons to get started Songs on assembly. 6.1 6.1a 6.6, 6.6a, 6.6b- composers introduced in assembly.
1	Song focus- Twinkle Twinkle. Instrument focus- piano	Using our voices to make different sounds- sirens, dogs barking, sound effects. 1.1a	Create music in response to a non-musical stimulus. Storm, 2.4a 2.6a	Forte and piano- soft and loud. Use angel bars/drums to support. 3.6a	Legato and staccato- showing what these are and how they sound and how to produce the sounds themselves. Exploring different instruments. 4.5a 4.6b	Improvising over a drone using tuned percussion- glockenspiels, chimes, bells. Developing sense of shape and character. 5.4	Keyboards- music that includes repetition and contrast. Produce melodies of their own. Introduce staves and symbols. 6.2a
2	Song focus- Twinkle Twinkle. Instrument focus- guitar	Looking at percussion- names of instruments and exploring how to use them correctly. 1.3	Create music in response to a non-musical stimulus. car race. 2.4a 2.6a	Walk, move and clap- move with the beat- picking up tempo as it speeds up. 3.6a	Stave work and knowing how this looks on the keyboard. C- G. 4.3a	Dynamics lesson- ff, pp mf, mp. How these sounds sound. Improve using these over a groove. A groove is a swing improvised rhythm. 5.3a	Keyboards- looking at the C chord and improvising around the chord. 6.4 
3	Song focus- Humpty Dumpty Instrument focus- drum	Identifying different instruments by sound- they are not allowed to use their eyes. 1.3	Create music in response to a non-musical stimulus. Water flowing. 2.4a 2.6a	Using echo and answer phrases. Including beginning, middle, end. Use stimuli, eg, stories verse, images and musical sources. 3.4a	Stave work- minim, crotchet, rests what they look like and their values and how to play them on the keyboard. 4.3a	Reading notation- semibreves, minims, crotchets. How to play these using the keyboards. 5.3a	Keyboards- looking at the F chord and improvising around the chord. 6.4 
4	Song focus- Humpty Dumpty Instrument focus- triangle	Identifying different instruments by sound- they are not allowed to use their eyes. 1.3	Create music in response to a non-musical stimulus. Wind blowing. 2.4a 2.6a	Rhythm notation- do re mi C D E Letter names. Using the dots to support. Using their voices. Compose their own to perform.	Using C-G and note values to create own melodic piece that will accompany a short video clip. Sad piece. 4.2 4.2a 4.3	Continuation- Reading notation- semibreves, minims, crotchets. How to play these using the keyboards. 5.3a	Keyboards- looking at the G chord and improvising around the chord. 6.4

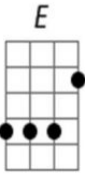
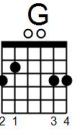

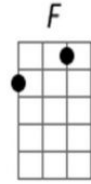
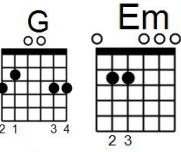

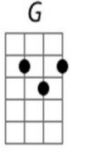
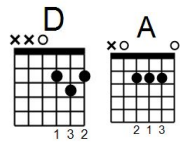
				3.2 3.3			
5	Song focus- Mary had a little lamb. Instrument focus- maracas.	Categorising Music- does it sound happy, sad, busy, and calm? Where would we hear the pieces of Music? 1.6a	Looking at mood in Music and how they can change. Filling in Music mood graphs based on what they can hear. 2.4a 5.6a	Introduction to recorders. Recorders- recognising how to play, what to do with our hands, how do we breathe. Stave lines and some symbols. 3.3	Using C-G and note values to create own melodic piece that will accompany a short video clip. Happy piece. 4.2 4.2a 4.3	Blues riff notes- C F G with accompaniment. 5.4a 5.5	C F G chords to a fixed groove backing track. 6.4
6	Song focus- Mary had a little lamb. Instrument focus- castanets	Question and answer techniques using percussion. 1.5a	Create music in response to a mood. Happy 2.4a 2.6a	Stave notes and reading with Dots and letters. Show notes= on recorder.  3.3	Garage band using different instruments to over-lap parts. Performing in two parts. 4.4	Time signatures. 2/4, 3/4 and 4/4 listening to music and identifying. How do they sound or change, understanding why tempo changes and what it looks like on Musical staves. 5.2	Using their knowledge of the C, F and G chords. Improvise their own pieces and record. 6.4
7	Song focus- Three blind Mice Instrument focus- wood block	Musical sound effects listening to music. Train journey creating the music for it. 1.4a 1.6	Create music in response to a mood. Sad 2.4a 2.6a	Stave notes and reading with Dots and letters. Show notes= on recorder.  3.3	Introduction to Ukulele- recognising how to play, what to do with our hands, how do we strum or pluck, the string names. 4.3	Understanding the guitar and parts of the guitar. Learning individual strings and the different between strumming and plucking. 5.3a	Introduce the pentatonic scale to the children using the correct fingers. C D E G AC 6.4 Using Pentatonic scale create their own melody and perform and show.

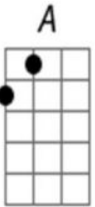
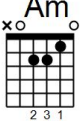
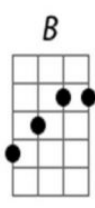
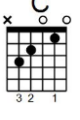
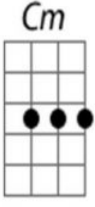
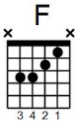
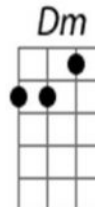
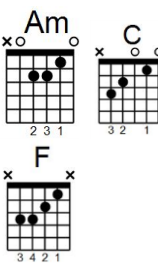
							Continued stave work and introduction on how to write theirs. 6.4a 6.4a
8	Song focus- Three blind Mice Instrument focus- ukulele	Musical sound effects listening to music. Busy crowd creating the music for it. 1.4a 1.6	Create music in response to a mood. Excited 2.4a 2.6a	Revise notes from last week. Then revise staves and show one more note.  E 3.3	Ukulele Tabs finger picking- twinkle, twinkle. TWINKLE TWINKLE LITTLE STAR  4.3	Guitar tab- twinkle twinkle Guitar Notes for Twinkle Twinkle Little Star with Tabs  5.2a 5.3	Create a piece based on ternary form. A B A. 6.4
9	Christmas Nativity songs. Instrument focus- recorder	Musical sound effects listening to music. A carnival/funfair creating the music for it. 1.4a 1.6	Create music in response to a mood. Relaxed 2.4a 2.6a	Revise notes from last week. Then revise staves and show one more note.  F 3.3	Ukulele Tabs finger picking- twinkle, twinkle. TWINKLE TWINKLE LITTLE STAR  4.3	Guitar tab- twinkle twinkle Guitar Notes for Twinkle Twinkle Little Star with Tabs  5.2a 5.3	Code breaking. Reading notes to make words and playing them on the keyboards.
10	Christmas Nativity songs. Instrument focus- bells	Dynamics- looking at symbols- crescendos, diminuendos. They listening and responding to Music. Stretching for loud sounds, getting into a small ball for quiet.	Questions and answer using percussion. Record using graphic symbols. 2.6a	Revise notes from last week. Then revise staves and show one more note.	Ukulele Tabs finger picking- We wish you a Merry Xmas.	Guitar tab- Happy Birthday Guitar Notes for Twinkle Twinkle Little Star with Tabs  5.2a 5.3	Reading notation- semibreves, minims, crotchets, quavers, semiquavers and equivalent rests. 6.5a

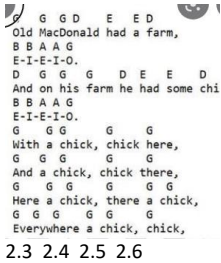
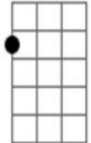
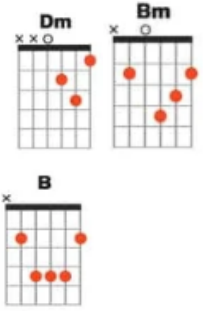
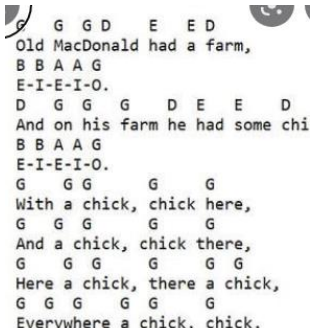
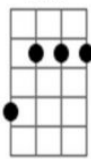
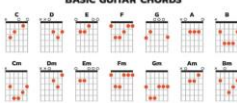
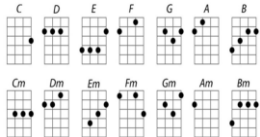
		Can they sing a simple song but follow dynamic instructions. 1.6a		 <p>G 3.3</p>	 <p>4.3</p>		
11	<p>Christmas Nativity songs.</p> <p>Instrument focus- electric guitar</p>	Name that tune- game in groups, nursery rhymes. 1.6a	Tempo- speed- or and slower paced. Mark the beat of a piece of Music Bolero- clapping or tapping using drums. 2.2 2.5	<p>Revise notes from last week. Then revise staves and show one more note.</p>  <p>A 3.3</p>	<p>Ukulele Tabs finger picking- We wish you a Merry Xmas.</p>  <p>4.3</p>	<p>Guitar tab- Happy Birthday Guitar Notes for Twinkle Twinkle Little Star with Tabs</p>  <p>5.2a 5.3</p>	Play a piece follow staff notation. Include dynamic symbols, ff, mf, mp. 6.3 6.5 6.5a 6.3
12	<p>Christmas Nativity songs.</p> <p>Instrument focus- trumpet</p>	The carnival of animals, identifying the animals and showing their characteristics. Then imitating using instruments, our bodies or voices. https://www.youtube.com/watch?v=k2RPKMJmSp0 1.6	Copy-cat rhythms- using untuned percussion. Try their own using words or phrases- Hel-lo Si-mon 4 beats. 2.2a 2.6b	<p>Revise notes from last week. Then revise staves and show one more note.</p>	<p>Ukulele Tabs finger picking- We wish you a Merry Xmas.</p>  <p>4.3</p>	<p>Using their knowledge of tab. Make their own pieces in groups and record and perform. 5.4a</p>	<p>C Major Scale. Teach the children to improvise around the scale.</p>  <p>Explain C chord. 6.4</p>

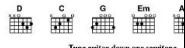
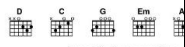
				 <p>B</p> <p>3.3</p>			
13	<p>Song focus- London's Bridge is burning down.</p> <p>Instrument focus- saxophone</p>	<p>Rhythm pattern and pitch patterns.</p> <p>Pitch- high or low the notes are.</p> <p>Rhythm- how long or short the notes are.</p> <p>1.6b</p>	<p>https://www.singsolfa.com/lessons/unit-4/the-cuckoo-game/</p> <p>Sing short phrases independently within a singing game.</p> <p>Melodic phrases- using dot notation to sing dot.</p> <p>2.3</p>	<p>Revise notes from last week.</p> <p>Then revise staves and show one more note.</p>  <p>C'</p> <p>3.3</p>	<p>Ukulele Tabs finger picking- Happy Birthday.</p>  <p>4.3</p>	<p>Using their knowledge of tab. Make their own pieces in groups and record and perform.</p> <p>5.4a</p>	<p>D Major Scale. Teach the children to improvise around the scale.</p>  <p>Explain D chord.</p> <p>6.4</p>
14	<p>Song focus- I'm a little tea pot.</p> <p>Instrument focus- xylophone</p>	<p>Looking at different symbols and discussing what they could mean, how could we play that on certain instruments?</p>  <p>1.4</p>	<p>Introduce crotchets, quavers and rests as standard dots in one line.</p> <p>Reading and playing on the angel bars.</p>  <p>2.3a 2.4 2.5a</p>	<p>Revise notes from last week.</p> <p>Then revise staves and show one more note.</p>	<p>Ukulele Tabs finger picking- Happy Birthday.</p>  <p>4.3</p>	<p>Guitar chords EM</p> <p>5.3a</p>  <p>2 3</p>	<p>E Major Scale. Teach the children to improvise around the scale.</p>  <p>Explain E chord.</p> <p>6.4</p>

				 <p>D¹</p> <p>3.3</p>			
15	<p>Song focus- I'm a little tea pot.</p> <p>Instrument focus- banjo</p>	<p>Create own rhythm or pitch patterns, recording their own symbols to represent.</p> <p>1.4</p>	<p>Creating their own rhythmic patterns following the structure from last week.</p> <p>2.3a 2.4 2.5a</p>	<p>Revise notes from last week.</p> <p>Then revise staves and show one more note.</p>  <p>E¹</p> <p>3.3</p>	<p>Learning a specific chord.</p> <p>C</p>  <p>4.3</p>	<p>Guitar chords A 5.3a</p>  <p>2 1 3</p>	<p>F Major Scale. Teach the children to improvise around the scale.</p>  <p>F major key signature</p> <p>F G A B♭ C D E F</p> <p>Explain F chord.</p> <p>6.4</p>
16	<p>Song focus- Hey Diddle, diddle.</p> <p>Instrument focus- cello</p>	<p>Beat- walk, move, clap steady beats.</p> <p>Changing speed of the body as the tempo changes. Doing the beat to pieces of music.</p> <p>1.6b</p>	<p>Angel bars- dot notation. 3 note tunes. Following the dots.</p>  <p>Playing together as a group.</p> <p>2.3a 2.4 2.5a</p>	<p>Revise notes from last week.</p> <p>Then revise staves and show one more note.</p>  <p>F¹</p> <p>3.3</p>	<p>Learning a specific chord.</p> <p>D</p>  <p>4.3</p>	<p>Guitar chords D 5.3a</p>  <p>1 3 2</p>	<p>G Major Scale. Teach the children to improvise around the scale.</p>  <p>G major key signature</p> <p>G A B C D E F# G</p> <p>Explain G chord.</p> <p>6.4</p>

17	<p>Song focus- Hey Diddle, diddle.</p> <p>Instrument focus- clarinet</p>	<p>Body percussion- clapping, tapping, walking, classroom percussion, shaker, sticks, blocks. Ostinato patterns. Moving onto angel bars. 1.6b</p>	<p>Stick notation with rests. Crotchets, quavers and crotchet rests. This time the dots not on the same row, they ascend and descend. Show how the notes change, lowest being C- red on the angel bars. 2.3a 2.4 2.5a</p>	<p>Using the notes they have learnt, practice the Mary Had a Little Lamb. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord.</p>  <p>4.3</p>	<p>Guitar chords G 5.3a</p> 	<p>A Major Scale. Teach the children to improvise around the scale.</p>  <p>Explain A chord. 6.4</p>
18	<p>Song Focus- I'm so happy.</p> <p>Instrument focus- cymbals</p>	<p>Start by designating some symbols for the different sounds that the children can make using their bodies. You could assign different symbols for clapping, whistling, tapping the table, stomping, slapping themselves on the thighs, shouting a word and so on. The symbols need to be things they can write quickly, like lines, circles, waves, and triangles. Assign at least 4 symbols to different sounds. 1.5a</p>	<p>Create their own pieces using this form and clap and swap each other's. 2.3a 2.4 2.5a</p>	<p>Using the notes they have learnt, practice the Mary Had a Little Lamb. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord.</p>  <p>4.3</p>	<p>Revise- Guitar chords- EM G 5.3a</p> 	<p>B Major Scale. Teach the children to improvise around the scale.</p>  <p>Explain B chord. 6.4</p>
19	<p>Song Focus- I'm so happy.</p> <p>Instrument focus- tambourine</p>	<p>What is pulse?- sets the temp/the beat of the music Responding to pulse- stepping- song Mattachins Jumping- Trepak Walking on tiptoes- Scherzo 1.2a</p>	<p>Learn and play an easy Twinkle Twinkle on the angel bars using the follow the video program. 2.3a 2.4 2.5a</p>	<p>Using the notes they have learnt, practice the Mary Had a Little Lamb. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord.</p>  <p>4.3</p>	<p>Revise- Guitar chords- D A 5.3a</p> 	<p>The Swing- Treble clef reading the notes and playing with the right hand. First line. 6.5a</p>

20	<p>Song Focus- We're going to the zoo.</p> <p>Instrument focus- violin</p>	<p>Performing and copying rhythm patterns. 1.2 1.5a</p>	<p>Continue with Twinkle Twinkle but following the dot notation. Show how to follow this. Practicing song with accompaniment. 2.3 2.4 2.5 2.6</p>	<p>Using the notes they have learnt, practice the Mary Had a Little Lamb. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord.</p> <p>A</p>  <p>4.3</p>	<p>Guitar chords- Am</p>  <p>5.3a</p>	<p>Continuation- The Swing- Treble clef reading the notes and playing with the right hand. Second line. 6.5a</p>
21	<p>Song Focus- We're going to the zoo.</p> <p>Instrument focus- French horn</p>	<p>Performing short repeating patterns- ostinato's keeping in time with a beat. 1.5</p>	<p>Have dot notation piece for the children to decipher and play- Mary Had A Little Lamb. 2.3 2.4 2.5 2.6</p>	<p>Using the notes they have learnt, practice the London's Burning song. 3.5</p>	<p>Learning a specific chord.</p> <p>B</p>  <p>4.3</p>	<p>Guitar chords- C 5.3a</p> 	<p>Continuation- The Swing- Treble clef reading the notes and playing with the right hand. Third line. 6.5a</p>
22	<p>Song focus- Days of the week</p> <p>Instrument focus- bongos</p>	<p>Perform word pattern chants. Fish and chips. I I I rest. Create own and perform. 1.1a</p>	<p>Have dot notation piece for the children to decipher and play- Mary Had A Little Lamb. Practicing song with accompaniment. 2.3 2.4 2.5 2.6</p>	<p>Using the notes they have learnt, practice the London's Burning song. 3.5</p>	<p>Learning a specific chord.</p> <p>Cm</p>  <p>4.3</p>	<p>Guitar chords- F 5.3a</p> 	<p>Continuation- The Swing- Bass clef reading the notes and playing with the right hand. First line. 6.5a</p>
23	<p>Song focus- One, Two, three, four, five.</p> <p>Instrument focus- claves</p>	<p>Each child is given a six sided dice. The instructor will assign a rhythmic value to each number of the dice. So, a 1 might be a crotchet, a 2 is a musical rest, a three is a triplet, and so on. The students will then roll their dice and place their random rhythm onto a blank</p>	<p>Have dot notation piece for the children to decipher and play- Happy Birthday. 2.3 2.4 2.5 2.6</p>	<p>Using the notes they have learnt, practice the London's Burning song. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord</p> <p>Dm</p>  <p>4.3</p>	<p>Revise- Guitar chords- Am, C F 5.3a</p> 	<p>Continuation- The Swing- Bass clef reading the notes and playing with the right hand. Second line. 6.5a</p>

<p>27</p>	<p>Song Focus- Jack and Gill.</p> <p>Instrument focus- cello</p>	<p>Together, listen and read The three little pigs, encouraging the children to join in with the wolf's <i>huffs</i> and <i>puffs</i> and the building rhythm patterns – <i>sh, click, build</i>. Make up own hand signals to mime straw – straight fingers, palms down sticks – forefingers tapped together bricks – fists stacked. 1.4</p>	<p>Have dot notation piece for the children to deceive and play- Old Mac Donald</p>  <p>2.3 2.4 2.5 2.6</p>	<p>Using the notes they have learnt, practice the Happy Birthday song. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord</p> <p>Am</p>  <p>4.3</p>	<p>Revise- Guitar chords- DM Bm 5.3a</p> 	<p>The Swing- bass and treble clef together playing hands together. Use of Metronome to support. Third line. 6.5a</p>
<p>28</p>	<p>Song Focus- Jack and Gill.</p> <p>Instrument focus- keyboard</p>	<p>Follow symbols for story telling- four dots, four beats on a drum. Ascending angel bars for someone walking down the stairs. 1.3 1.3a</p>	<p>Have dot notation piece for the children to deceive and play- Old Mac Donald Practicing song with accompaniment. 2.3 2.4 2.5 2.6</p> 	<p>Using the notes they have learnt, practice the Old Mac Donald song. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Learning a specific chord</p> <p>Bm</p>  <p>4.3</p>	<p>Revise all the chords and rehearse.</p> <p>BASIC GUITAR CHORDS</p>  <p>5.3a</p>	<p>The Swing- bass and treble clef together playing hands together. Use of Metronome to support. The whole piece. 6.5a</p>
<p>29</p>	<p>Song Focus- If your happy and you know it.</p> <p>Instrument focus- harmonica</p>	<p>Have different short stories that they will read and they will create sound effects for the different parts of the story. 1.3 1.3a</p>	<p>https://www.musicalmum.com/easy-piano-songs-for-kids/ Itsy Bitsy Spider 2.3 2.4 2.5 2.6</p>	<p>Using the notes they have learnt, practice the Old Mac Donald song. Perform if possible. Feedback 3.5 3.5a 3.6b 3.6a</p>	<p>Revise all the chords.</p>  <p>4.3</p>	<p>Using the chords they have learnt, make their own pieces in groups and record and perform. 5.3a</p>	<p>In groups, using the notes/chords they have learnt, have the piano key information in front of them- the children will compose their own songs to sing together. They will need to</p>

	<p>Instrument focus- revise all.</p>		<p>melody and the other half play the other half. Practicing song with accompaniment. 2.3 2.4 2.5 2.6</p>	<p>3.5 3.5a 3.6b 3.6a</p>	<p>sing together. They will need to compose, record, show add lyrics and play together. 4.4a 4.5 4.5a</p>	<p>Yellow Submarine Words & Music by John Lennon & Paul McCartney</p>  <p>Verse 1 In the town where I was born, Em Am C D7 Lived a man who sailed to sea, G D C G And he told us of his life, Em Am C D7 In the land of submarines.</p> <p>Verse 2 So we sailed up to the sun, Em Am C D7 Till we found the sea of green, G D C G And we lived beneath the waves, Em Am C D7 In our yellow submarine.</p> <p>Chorus 1 G D We all live in a yellow submarine, G Yellow submarine, yellow submarine, D We all live in a yellow submarine, G Yellow submarine, yellow submarine.</p> <p>Verse 3 G D C G And our friends are all aboard, Em Am C D7 Many more of them live next door, G D C G D And the band begins to play.</p> <p>5.3a</p>	<p>together with a melody support in the background so we are all playing together. Ensemble playing. 6.3 6.3a 6.4 6.5 6.5a</p>
<p>33</p>	<p>Song Focus- Move and groove- Early learning station. Instrument focus- revise all.</p>	<p>Watch some videos of "Stomp" with the class. They are a musical group that uses a combination of everyday items and their own bodies to make percussive sounds. Split the class into four or five groups and assign each group a particular set of percussive instruments. Give them 15 minutes to develop their own percussive routines that are inspired by Stomp and have them perform the routine in front of the class. 1.4</p>	<p>https://www.musicalmum.com/early-piano-songs-for-kids/ Wheels on the bus- the class are split in two. One half play the melody and the other half play the other half. Practicing song with accompaniment. 2.3 2.4 2.5 2.6</p>	<p>In groups, using the notes they have learnt, have the recorder scores in front of them- the children will compose their own songs to sing together. They will need to compose, record, show add lyrics and play together. 3.3</p>	<p>Rehearse and perfect Ukulele chords along with accompaniment. You are my sunshine. 4.4a 4.5 4.5a</p>	<p>Yellow Submarine Words & Music by John Lennon & Paul McCartney</p>  <p>Verse 1 In the town where I was born, Em Am C D7 Lived a man who sailed to sea, G D C G And he told us of his life, Em Am C D7 In the land of submarines.</p> <p>Verse 2 So we sailed up to the sun, Em Am C D7 Till we found the sea of green, G D C G And we lived beneath the waves, Em Am C D7 In our yellow submarine.</p> <p>Chorus 1 G D We all live in a yellow submarine, G Yellow submarine, yellow submarine, D We all live in a yellow submarine, G Yellow submarine, yellow submarine.</p> <p>Verse 3 G D C G And our friends are all aboard, Em Am C D7 Many more of them live next door, G D C G D And the band begins to play.</p> <p>5.3a</p>	<p>Continuation-Play a piece follow staff notation. Include dynamic symbols, ff, pp, mp- Similar to last week but playing together with a melody support in the background so we are all playing together. Ensemble playing. 6.3 6.3a 6.4 6.5 6.5a</p>

34	<p>Song Focus- Move and groove- Early learning station.</p> <p>Instrument focus- revise all.</p>	<p>Play alongside a song showcasing the elements- drums tapping lightly into loudly.</p> <p>Triangles tinging every 5 seconds.</p> <p>Rehearsing.</p> <p>1.5 1.5a</p>	<p>Can they produce their own dot melodies songs and play together as a team.</p> <p>2.3</p>	<p>In groups, using the notes they have learnt, have the recorder scores in front of them- the children will compose their own songs to sing together. They will need to compose, record, show add lyrics and play together.</p> <p>3.3 3.5 3.5a</p>	<p>Rehearse and perfect Ukulele chords along with accompaniment. You are my sunshine.</p>	<p>Rehearse and perfect guitar chords along with accompaniment. 5.3a</p>	<p>Ensemble playing practice, working as a class.</p> <p>6.3 6.4 6.5</p>
35	<p>Song focus- Looking at pitch. What is it? Using the hoops the children sing together. Up and Down and experiment with their voices. Use diagrams to support.</p> <p>Instrument focus- revise all.</p>	<p>Play alongside a song showcasing the elements- drums tapping lightly into loudly.</p> <p>Triangles tinging every 5 seconds.</p> <p>Rehearsing.</p> <p>1.5 1.5a</p>	<p>Continuing with angel bars. Can they produce their own dot melodies and play together as a team.</p> <p>2.3</p>	<p>In groups, using the notes they have learnt, have the recorder scores in front of them- the children will compose their own songs to sing together. They will need to compose, record, show add lyrics and play together.</p> <p>3.3 3.5 3.5a</p>	<p>Rehearse and perfect Ukulele chords along with accompaniment. You are my sunshine.</p>	<p>Rehearse and perfect guitar chords along with accompaniment. 5.3a</p>	<p>Performance to another class or audience.</p> <p>6.3 6.4 6.5</p>
36	<p>Song focus- Boom chicka boom- call and response game. The children can have a game and play. Have a pot of voice commands to pick out of.</p> <p>Instrument focus- revise all.</p>	<p>Performing their pieces.</p> <p>1.5 1.5a</p>	<p>Performing their pieces.</p> <p>2.3 2.4 2.5a</p>	<p>Perform their own pieces.</p> <p>3.5 3.5a</p>	<p>Performance to another class or audience.</p> <p>4.6 4.6a 4.6b</p>	<p>Guitar performance.</p> <p>5.5 5.5a</p>	<p>DJ Equipment</p> <p>6.6b</p>