

**Autumn 2017 – Half Term 2**

	<b>Singing and performing</b>	<b>Listening to music</b>	<b>Interrelated dimensions of music - focus</b>	<b>Understanding, Reviewing and Evaluating (include genres, history etc)</b>	<b>Improvising and composing</b>	<b>Musical notation / Playing an instrument</b>
Class 1 <i>Nativity</i>	Songs from Stable Story	Selection of religious and secular Christmas music – identifying different features	Tempo, dynamics	Develop a basic understanding of how music is organised		Perform percussion instruments to the pulse of a song
Class 2 <i>Nativity</i>	Songs from Stable Story	Selection of religious and secular Christmas music – identifying different features	Tempo, dynamics	Develop a basic understanding of how music is organised		Perform percussion instruments to the pulse of a song
Class 3 <i>Nativity</i>	Songs from Stable Story	Selection of religious and secular Christmas music – identifying different features	Tempo, dynamics	Understand music can be split into different sections		Perform a percussion accompaniment
Class 4 <i>Advent Service</i>	Hibernation S'No Problem I will rejoice	Selection of religious and secular	Dynamics / Texture / Timbre	Carols and hymns		Percussion accompaniments for songs learnt

	Something Special Where shall we go this Christmas?	Christmas music – identifying different features		Identify silent beats, crotchets and quavers		
Class 5 <i>Suffragettes / Protest Songs Advent Service</i>	Hibernation S'No Problem I will rejoice Something Special Where shall we go this Christmas?	Selection of religious and secular Christmas music – identifying different features	Mood /structure Dynamics / Texture / Timbre	Pop Music / Blues / Protest Songs Carols and hymns Identify silent beats, crotchets and quavers	Compose class protest song (completing work begun last half term)	Use Pop / blues backing track and tuned instruments to accompany vocal songs Percussion accompaniments for songs learnt