



END OF UNIT OUTCOMES IN MUSIC – YEAR A

	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR A	Autumn	<p>Topic Name: Dragon Scales Big Question:</p> <ul style="list-style-type: none"> • Use and recognise pentatonic scales. • Understand and begin to use staff notation. • Use listening skills to work out melodies of songs – thinking of notes as ‘higher’, ‘lower’ or ‘the same.’ 	<p>Topic Name: Dragon Scales Big Question:</p> <ul style="list-style-type: none"> • Use and recognise pentatonic scales. • Understand and begin to use staff notation. - Use listening skills to work out melodies of songs – thinking of notes as ‘higher’, ‘lower’ or ‘the same.’ 	<p>Topic Name: Viking Journey – Ride of the Valkeries Big Question:</p> <ul style="list-style-type: none"> - Listen to and reflect on a piece of classical, orchestral music. - Invent musical motifs and structure them into a piece of music. - Perform as an ensemble. - Learn musical language appropriate to the task. 	<p>Topic Name: Viking Journey – Ride of the Valkeries Big Question:</p> <ul style="list-style-type: none"> • Listen to and reflect on a piece of classical, orchestral music. • Invent musical motifs and structure them into a piece of music. • Perform as an ensemble. • Learn musical language appropriate to the task.
	Spring	<p>Topic Name: Famous composers of our time Big Question:</p> <ul style="list-style-type: none"> • Perform as an ensemble • Create their own music and movements to accompany it • Create their own rhythmic ostinatos and structure them into a piece 	<p>Topic Name: Famous Composers of our time Big Question:</p> <ul style="list-style-type: none"> • Perform as an ensemble • Create their own music and movements to accompany it • Create their own rhythmic ostinatos and structure them into a piece 	<p>Topic Name: Beginning to drum in Benin Big Question:</p> <ul style="list-style-type: none"> - Recognise characteristic ensembles from different cultures and traditions. - Perform with different techniques and expression. - Develop ensemble skills by performing and composing polyrhythmic patterns. 	<p>Topic Name: Beginning to drum in Benin Big Question:</p> <ul style="list-style-type: none"> - Recognise characteristic ensembles from different cultures and traditions. - Perform with different techniques and expression. - Develop ensemble skills by performing and composing polyrhythmic patterns.
	Summer	<p>Topic Name: Salsa time Big Question:</p> <ul style="list-style-type: none"> - Play an instrument with the appropriate technique showing an awareness of culture and tradition. - Keep in time with tempo of beat and show control of dynamics / entries. - Read music from standard rhythm notation. 	<p>Topic Name: Salsa time Big Question:</p> <ul style="list-style-type: none"> - Play an instrument with the appropriate technique showing an awareness of culture and tradition. - Keep in time with tempo of beat and show control of dynamics / entries. - Read music from standard rhythm notation. 	<p>Topic Name: Egyptian Moods – Florence Price Big Question:</p> <ul style="list-style-type: none"> - Listen to and reflect on a piece of classical music. - Create their own piece using instruments and voice. - Perform as an ensemble. - Learn appropriate musical language to the task. 	<p>Topic Name: Egyptian Moods – Florence Price Big Question:</p> <ul style="list-style-type: none"> - Listen to and reflect on a piece of classical music. - Create their own piece using instruments and voice. - Perform as an ensemble. - Learn appropriate musical language to the task.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

‘Rooted and Grounded in Love’ (Ephesians 3:16)