

TERM 1	11 Weeks
OVERALL TOPIC	<b>Beat and Rhythm with a Focus on Semiquavers</b>
OVERVIEW AND FOCUS REPERTOIRE	Understanding the concepts of beat and rhythm and introducing semiquaver rhythms. Performing, singing and playing, pieces with a strong sense of beat and defined rhythm. Composition and rhythm work with semiquavers. Learn to play viola, cello, double bass or ukulele. <i>Repertoire:</i> Semiquaver Chant, Alligator Chant, Caterpillar Creep.
OUTCOMES	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.3.2
ASSESSMENT	<b>Performance:</b> of set piece. <b>Organising Sound:</b> of own chant using semiquaver rhythms.

TERM 2	9 Weeks
OVERALL TOPIC	<b>Concepts of Music</b>
OVERVIEW AND FOCUS REPERTOIRE	Looking at concepts of music in more depth. Learning and applying correct terminology to concepts of Pitch, Dynamics, Tempo. Performance of more complex repertoire. Listening to and analysing use of concepts in set pieces. Learn to play viola, cello, double bass or ukulele. <i>Repertoire:</i> Andy Pandy, Sing a Little Louder, Critter Crossing.
OUTCOMES	2.1.4, 2.4.1, 2.2.2, 2.4.2
ASSESSMENT	<b>Listening:</b> concepts analysis of set pieces demonstrating use and understanding of terminology. <b>Performance:</b> on instrument in final concert.

TERM 3	10 Weeks
OVERALL TOPIC	<b>Instruments of the Orchestra</b>
OVERVIEW AND FOCUS REPERTOIRE	Introduction to instrumental families of brass, woodwind and percussion. Listening to and identifying instruments and their families. Performance of rhythms along to pieces featuring certain families. Learn to play viola, cello, double bass or ukulele. <i>Repertoire:</i> Fireflies, Flight of the Bumblebee, Can Can.
OUTCOMES	2.1.3, 2.4.1, 2.4.2
ASSESSMENT	<b>Listening:</b> identifying instruments and families.

TERM 4	8 Weeks
OVERALL TOPIC	<b>Pitch by Step and Melody</b>
OVERVIEW AND FOCUS REPERTOIRE	Revision of concept of pitch. Performance, singing and playing, of pieces moving by step. Introduction of melodic movement of step. Composition of melody moving by step. Learn to play viola, cello, double bass or ukulele. <i>Repertoire:</i> I Am Going Up a Scale, Ebenezer Sneezer.
OUTCOMES	2.1.1, 2.1.3, 2.3.1
ASSESSMENT	<b>Organising Sound:</b> composition of song using step movement. <b>Performance:</b> on instrument in final concert.