



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Nursery - Who shall I be today? Musical focus: singing playing listening responding Moving to music Children dress up and engage in imaginative play acting out their hopes and dreams.</p> <p>Reception -A sky full of colour Musical focus: singing playing listening responding Moving to music Experiment with colour and learn about the conditions that produce the beautiful rainbows that we see in the sky.</p>	<p>Nursery -Our growing world Musical focus: singing playing listening responding Moving to music Engage with the natural world and the creativity it inspires.</p> <p>Reception - When snowflakes fall? Musical focus: singing playing listening responding Moving to music Experience the excitement of snowfall and the magic of a frozen world</p>	<p>Nursery - Under the sea Musical focus: singing playing listening responding Moving to music Dive into a watery world full of mysterious and exciting marine life.</p> <p>Reception -Lets go green Musical focus: singing playing listening responding Moving to music Imaginative ways to reuse and recycle</p>	<p>Nursery -Fabulous food Musical focus: singing playing listening responding Moving to music Enjoy the many sensory and social pleasures of sharing foods</p> <p>Reception - Busy city Musical focus: singing playing listening responding Moving to music Explore and compare urban and rural environments</p>	<p>Nursery - Beyond the stars Musical focus: singing playing listening responding Moving to music Discover the wider universe and hear about adventures into outer space.</p> <p>Reception - Amazing African animals Musical focus: singing playing listening responding Moving to music Learn about the diverse continent of Africa and meet some of its most loved inhabitants.</p>	<p>Nursery - Do you see dinosaurs? Musical focus: singing playing listening responding Moving to music Ancient creatures brought to life in your setting</p> <p>Reception - A tale from long ago Musical focus: singing playing listening responding Moving to music explore the magic of a traditional story</p>



1	<p>Dinosaurs</p> <p>Ourselves</p> <ol style="list-style-type: none"> 1. Creating and responding to vocal sounds 2. Exploring how to change sounds 3. Creating and placing vocal and body percussion sounds 4. Exploring descriptive sounds <p>Machines</p> <ol style="list-style-type: none"> 1. Maintaining a steady beat 2. Sequencing sounds 3. Playing to a steady beat 4. Playing at different speeds (tempi) 5. Controlling changes in speed (tempi) 	<p>Happily ever after</p> <p>Story time</p> <ol style="list-style-type: none"> 1. Discussing basic musical terms – fast, slow, loud, quiet 2. Understanding how music can tell a story 3. Performing with concentration 4. Playing fast, slow, loud, and quiet 5. Creating music that matches an event in a story 6. Rehearsing and performing with others 7. Learning new songs and chants <p>Pattern</p> <ol style="list-style-type: none"> 1. Marking a steady beat with voices and body percussion 2. Counting and performing a steady beat in patterns of two, three, and four beats (metre) 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre 4. Identifying metre by recognising its pattern 5. Dividing the number 12 into twos, threes, and fours 6. Exploring different ways to emphasise beats to form a group (metre) 	<p>Great Britain</p> <p>Our school</p> <ol style="list-style-type: none"> 1. Exploring different sound sources and materials 2. Analysing the dynamics and duration of sounds around the school 3. Exploring these elements/dimensions on instruments 4. Creating two contrasting textures 5. Singing a song 6. Interpreting sounds and exploring instruments 7. Creating a soundscape as part of a song performance <p>Our bodies</p> <ol style="list-style-type: none"> 1. Performing a steady beat at two different speeds (tempi) 2. Responding to change of mood in a piece of music with a slow and fast steady beat 3. Identifying a repeated rhythm pattern 4. Combining a rhythm pattern and a steady beat 5. Performing together with concentration 6. Performing rhythm patterns on body percussion to a steady beat 	<p>Where should Paddington live</p> <p>Weather</p> <ol style="list-style-type: none"> 1. Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments 2. Improvising descriptive music 3. Identifying a sequence of sounds (structure) in a piece of music 4. Responding to music through movement <p>Water</p> <ol style="list-style-type: none"> 1. Creating a picture in sound 2. Understanding musical structure by listening and responding 3. Performing a simple repeated pattern 	<p>How does your garden grow?</p> <p>Animals</p> <ol style="list-style-type: none"> 1. Understanding pitch, and making high and low vocal sounds 2. Relating pitch to high and low body posture 3. Understanding pitch by singing a song with contrasting high and low melodies 4. Identifying and playing high and low pitches in music 5. Exploring and developing an understanding of pitch using the voice and body movements 6. Recognising and performing pitch changes and contrasts <p>Seasons</p> <ol style="list-style-type: none"> 1. Identifying changes in pitch and responding to them with movement 2. Contrasting changes in pitch with changes in dynamics (volume) 3. Relating pitch changes to graphic symbols and performing pitch changes vocally 4. Listening and responding to a falling pitch signal 	<p>All abroad!</p> <p>Travel</p> <ol style="list-style-type: none"> 1. Combining voices, movement, and instruments to perform a chant and a song 2. Keeping a steady beat, including on instruments 3. Creating word rhythms 4. Performing word rhythms with movement 5. Responding to music in movement 6. Playing and combining simple word rhythms <p>Number</p> <ol style="list-style-type: none"> 1. Recognising and developing a sense of steady beat through the use of voices and body percussion 2. Identifying and performing changes in tempo 3. Learning to play percussion with control 4. Keeping a steady beat and using dynamics to vary the musical effect 5. Identifying and keeping a steady beat using movement, body percussion, and instruments 6. Recognising and responding to changes in tempo in music
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2	<p>Carnival of the animals</p> <p>Animals</p> <ol style="list-style-type: none"> 1. Listening to a steady beat and responding in movement 2. Identifying and responding to changes in pitch, upwards and downwards 3. Performing changes in pitch using whole body movement and voice 4. Understanding and performing upwards and downwards pitch direction 5. Reading pitch line notation 6. Playing pitch lines on tuned percussion 7. Combining pitch change with changes in other elements/dimensions <p>Toys</p> <ol style="list-style-type: none"> 1. Keeping a steady beat at different speeds (tempi) 2. Marking beats within a four-beat metre 	<p>Who are we?</p> <p>Ourselves</p> <ol style="list-style-type: none"> 1. Creating and responding to vocal sounds and body percussion 2. Developing the use of vocal sounds to express feelings 3. Exploring expression in a conversation without words 4. Notating pitch shape and duration using simple line graphics 5. Understanding how mood can be expressed using the voice 6. Understanding the structure of call and response songs <p>Our bodies</p> <ol style="list-style-type: none"> 1. Recognising and responding to steady beats, including at different tempi 2. Recognising and playing rhythmic patterns 3. Recognising and responding to a rhythm ostinato 	<p>London's burning</p> <p>Our land</p> <ol style="list-style-type: none"> 1. Exploring timbre and texture to understand how sounds can be descriptive (Lesson 1) 2. Matching descriptive sounds to images (Lessons 1 and 2) 3. Identifying ways of producing sounds (Lesson 2) 4. Listening to and evaluating composition 5. Rehearsing and refining to develop a performance <p>Water</p> <ol style="list-style-type: none"> 1. Understanding pitch through singing, movement, and note names 2. Performing a melody 3. Understanding melody through songs, movement, and performing pitch shapes on tuned instruments 4. Exploring and developing an understanding of pitch 5. Using musical scales, high notes and low notes in a composition 	<p>Once upon a time</p> <p>Story time</p> <p>Combining sounds to create a musical effect</p> <ol style="list-style-type: none"> 2. Understanding how music, dance, and drama can combine in storytelling 3. Exploring voices to create descriptive musical effects 4. Creating and matching descriptive sounds made with the voice 5. Performing to an audience <p>Pattern</p> <ol style="list-style-type: none"> 1. Performing steady beat patterns, including in groups, to accompany a song 2. Playing different patterns of steady beat within four beats, and matching them to a simple score 3. Performing and creating simple rhythms using a simple score 4. Performing and creating simple three-beat rhythms using a simple score 	<p>Adventurers!</p> <p>Travel</p> <ol style="list-style-type: none"> 1. Exploring patterns of physical movement in a game song 2. Responding to a song with movement 3. Using simple musical vocabulary to describe music 4. Combining steady beat and rhythms to accompany a song 5. Listening and responding to contemporary orchestral music 6. Playing an instrument game to practise steady beat at changing tempi 7. Preparing and improving a performance using movement, voice, and percussion 8. Using instruments expressively 9. Understanding notation <p>Number</p> <ol style="list-style-type: none"> 1. Performing a steady beat and simple rhythms using 	<p>Down at the bottom of the garden</p> <p>Seasons</p> <ol style="list-style-type: none"> 1. Singing with expression, paying attention to the pitch shape of the melody 2. Using sign language in a song 3. Accompanying a song with vocal and instrumental ostinati 4. Identifying rising and falling pitch 5. Performing a rising pitch sequence in a song 6. Listening and responding to pitch changes with movements <p>Weather</p> <ol style="list-style-type: none"> 1. Performing a rhythmic chant and playing an independent rhythm pattern to accompany it 2. Listening in detail to a piece of orchestral music 3. Performing an updated version of a traditional nursery



	<ul style="list-style-type: none"> 3. Developing a sense of steady beat through chant, actions, and instruments 4. Performing a steady beat 5. Changing tempo 6. Responding to images 	<ul style="list-style-type: none"> 4. Playing steady beats at different tempi on body percussion and instruments 5. Singing in two parts and combining steady beats 6. Performing rhythmic movement patterns to a steady beat 7. Performing rhythmic patterns on percussion pattern and performing pitch shapes on tuned instruments 		<ul style="list-style-type: none"> 5. Interpreting a score to perform different beat patterns 6. Performing beat patterns with voices and percussion 7. Exploring different ways to organise musicLL 	<ul style="list-style-type: none"> movement, percussion, and body percussion 2. Understanding and differentiating between beat and rhythm 	<ul style="list-style-type: none"> rhyme with a rap section included 4. Accompanying a song with three different repeated word patterns 5. Composing music to illustrate a story
<p>3 Instrument</p> <p>Throughout the year Learn to play the glockenspiel</p>	<p>Where in the world China</p> <ul style="list-style-type: none"> 1. Understanding the pentatonic scale 2. Using graphic notation with the pentatonic scale 3. Understanding pitch through composing, notating, and reading graphic notation 4. Performing a pentatonic song with tuned and untuned accompaniment 5. Exploring the pentatonic scale 6. Playing in steps using graphic notation <p>Singing Spanish</p> <ul style="list-style-type: none"> 1. Understanding pitch through melody 2. Developing a song 	<p>The stone age rocks Building</p> <ul style="list-style-type: none"> 1. Understanding how music can be organised in sequences and layers 2. Using voices and actions to perform simple rhythms within a steady beat 3. Combining rhythms in layers 4. Creating music using children's own ideas 5. Making choices about musical structure <p>In the past</p> <ul style="list-style-type: none"> 1. Understanding pitch 	<p>Roaming in the rainforest Sounds</p> <ul style="list-style-type: none"> 1. Learning how sounds are produced and how instruments are classified 2. Learning about aerophones 3. Understanding musical conversation structure 4. Learning about idiophones 5. Developing an understanding of call and response 6. Learning about chordophones 7. Creating a call and response <p>Poetry</p>	<p>Roaming in the rainforest Communication</p> <ul style="list-style-type: none"> 1. Representing sounds with symbols 2. Using voices creatively and expressively 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre 4. Creating and performing from a symbol score <p>Environment</p> <ul style="list-style-type: none"> 1. Selecting descriptive sounds to accompany a poem 	<p>Tomb raiders Ancient worlds</p> <ul style="list-style-type: none"> 1. Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati 2. Singing a song and accompanying it with tuned percussion ostinati 3. Exploring musical phrases, melodic imitation and rounds 4. Performing a round in three parts 5. Arranging an accompaniment with attention to balance and musical effect <p>Human body</p> <ul style="list-style-type: none"> 1. Understanding call and response structure 	<p>Tomb raiders Food and drink</p> <ul style="list-style-type: none"> 1. Exploring simple accompaniments using beat and rhythm patterns 2. Using a score and combining sounds to create different musical textures 3. Exploring different types of accompaniment <p>Time</p> <ul style="list-style-type: none"> 1. Identifying the metre in a piece of music



	<ul style="list-style-type: none"> 3. Understanding pitch through singing and playing a melody 4. Recognising pitch shapes 5. Reading notations to play a melody 	<ul style="list-style-type: none"> 2. Learning to read simple pitch notation 3. Understanding and using pitch notations 4. Reading simple rhythm notation 5. Learning a Tudor dance 	<ul style="list-style-type: none"> 1. Enhancing and extending the performance of a poem using vocal patterns 2. Improvising descriptive music 3. Identifying a sequence of sounds (structure) in a piece of music 4. Responding to music through movement 	<ul style="list-style-type: none"> 2. Creating a musical re-telling of a poem 3. Singing in two-part harmony 4. Accompanying a song with a melodic ostinato 5. Exploring timbre to create a descriptive piece of music 6. Learning about ternary form 7. Singing a song with expression 8. Developing the lyrics of a song 9. Choosing timbre to make an accompaniment 10. Combining chants and sound pictures in a class performance in rondo structure 	<ul style="list-style-type: none"> 2. Performing word rhythms 3. Exploring sounds 4. Singing in two parts 5. Performing call and response structure 6. Understanding and performing binary form 7. Performing call and response 	<ul style="list-style-type: none"> 2. Playing independent parts in more than one metre simultaneously 3. Identifying and performing an ostinato 4. Improvising to an ostinato accompaniment 5. Performing rhythmic ostinati individually and in combination 6. Layering rhythms 7. Recognising rhythm patterns in staff notation
<p style="text-align: center;">4</p> <p style="text-align: center;">Learn to play ukulele in summer term</p> <p style="text-align: center;">2022- Autumn and Spring have swapped around</p>	<p>Let me entertain you!</p> <p>Communication</p> <ul style="list-style-type: none"> 1. Copying rhythms and a short melody 2. Playing ostinati and layering them in a performance 3. Using music to communicate a meaning 4. Composing a rap 5. Playing ostinati and layering them in a performance <p>Time</p>	<p>Who were the Mayans?</p> <p>Around the world</p> <ul style="list-style-type: none"> 1. Exploring the pentatonic scale 2. Playing leaps 3. Reading graphic notation 4. Developing listening skills 5. Describing music using musical and non-musical terms 6. Composing and notating pentatonic melodies 	<p>What have the Romans done for us?</p> <p>Building</p> <ul style="list-style-type: none"> 1. Learning about verse and chorus song structure 2. Combining four body percussion ostinati as a song accompaniment 3. Understanding texture 4. Learning about layered structure in a rhythmic ostinato piece 5. Creating rhythmic ostinati 	<p>What have the Romans done for us?</p> <p>In the past</p> <ul style="list-style-type: none"> 1. Learning to play a Renaissance dance from notations 2. Composing a fanfare 3. Understanding simple musical structures 4. Learning a dance and playing music used for celebrations 	<p>Water, Water Everywhere!</p> <p>Poetry</p> <ul style="list-style-type: none"> 1. Looking at music notation with reference to metre and accent 2. Building an extended performance piece from a poem 3. Using canon and ostinati as accompaniments 4. Using beatbox techniques to imitate the sound of a drum kit 	<p>Dreaming Spires Inspire!</p> <p>Recycling</p> <ul style="list-style-type: none"> 1. Making instruments 2. Performing verse and chorus structure 3. Interpreting notation 4. Improvising 5. Understanding ABA structure 6. Performing repeating rhythms 7. Chanting in three parts 8. Exploring sounds



	<ol style="list-style-type: none"> 1. Identifying the metre of a new song 2. Singing in three independent parts 3. Playing and singing repeated patterns (ostinati) from notation 4. Identifying metre in a piece of music 5. Understanding syncopation and using off-beat rhythms in improvisation 6. Combining independent parts in more than one metre 7. Identifying how a well-known story has been told in music 8. Creating music which tells a story 	<ol style="list-style-type: none"> 7. Playing a pentatonic song with leaps 8. Combining tuned percussion, untuned percussion, and singing <p>Singing Spanish</p> <ol style="list-style-type: none"> 1. Singing in groups 2. Creating descriptive music 3. Singing in a minor key in groups 4. Developing descriptive song accompaniments 5. Singing in two parts with accompaniment 6. Performing repeating rhythms 7. Combining tuned percussion, untuned percussion, and singing 	<ol style="list-style-type: none"> 6. Accompanying a melody with a drone 7. Describing the structure of a piece of orchestral music 8. Reading a clock score to play a piece combining drone and melodic ostinati 9. Using rondo structure to build a performance <p>Ancient worlds</p> <ol style="list-style-type: none"> 1. Learning a verse and chorus song 2. Understanding that melodies have phrases 3. Exploring layers and layering 4. Comparing and contrasting structure 5. Understanding layers in musical structure 6. Identifying key features of minimalist structure 7. Playing in groups 8. Combining sections of music in a layered structure 9. Rehearsing and preparing for a performance 	<ol style="list-style-type: none"> 5. Learning a 1960s pop song 6. Creating a performance <p>Food and drink</p> <ol style="list-style-type: none"> 1. Combining expressive use of the voice with physical movement 2. Responding to sound with visual signals 3. Performing sequences of sounds matched to visual sequences 4. Singing a call and response chant 5. Composing and playing sequences of word rhythms 6. Understanding and performing rondo structure 7. Learning a traditional West African call and response song 8. Learning to sing a verse and chorus song (Lesson 3) 9. Learning rhythmic and melodic accompaniments for a song and combining them in a performance 	<ol style="list-style-type: none"> 5. Performing a rap with a vocal beatbox accompaniment 6. Performing a poem with rhythmic accuracy (choral speaking) 7. Devising a rhythmic accompaniment based on repeated text fragments 8. Balancing voices in a performance <p>Environment</p> <ol style="list-style-type: none"> 1. Exploring how different timbres can be descriptive 2. Exploring combinations of different timbres to accompany a song 3. Learning how to accompany a song with drone and ostinato on tuned percussion 4. Exploring the descriptive music of two major composers 5. Composing an introduction for a song 	<ol style="list-style-type: none"> 9. Performing rondo form <p>Sounds</p> <ol style="list-style-type: none"> 1. Learning about classifying instruments by the way sounds are produced 2. Learning some simple beatboxing sounds 3. Singing a song and adding beatboxing sounds 4. Learning about aerophones 5. Learning to sing partner songs 6. Learning about classifying instruments by the way sounds are produced 7. Exploring the combined expressive effects of different instrument groups
<p>5 Continue to learn ukulele in summer term</p>	<p>Peaks and Summits Solar System</p> <ol style="list-style-type: none"> 1. Listening to music with focus and analysing using musical vocabulary 	<p>Peaks and Summits Celebration</p> <ol style="list-style-type: none"> 1. Singing a song in unison and three-part harmony 	<p>Whose land is it anyway? Life cycles</p> <ol style="list-style-type: none"> 1. Singing in two and three parts 	<p>Vicious Vikings Keeping Healthy</p> <ol style="list-style-type: none"> 1. Exploring beat at different tempi 2. Singing syncopated melodies 	<p>Does your country need you? Our community</p> <ol style="list-style-type: none"> 1. Learning to sing a song 	<p>Does your country need you? At the movies</p>



	<ol style="list-style-type: none"> 2. Relating sound sequences to images 3. Interpreting images to create descriptive sound sequences 4. Developing the use of dynamics in a song 5. Listening to music, focusing on dynamics and texture 6. Learning a melodic ostinato using staff notation 7. Developing techniques of performing rap using texture and rhythm 8. Learning a song with a complex texture 9. Learning about the sound of the whole tone scale 10. Listening to music and describing its effects and use of the musical dimensions 11. Performing a song with expression and with attention to tone and phrasing 12. Creating a musical background to accompany a poem 13. Creating and presenting a performance of song, music, and poetry 	<ol style="list-style-type: none"> 2. Learning a melody and harmony part on instruments 3. Performing ostinati and body percussion accompaniments to a song 4. Exploring a song arrangement and its structure 5. Performing a song with a complex structure in four parts 6. Developing a song performance with awareness of audience 7. Understanding and using a song structure 8. Applying singing techniques to improve performance 9. Developing accurate ensemble playing 10. Controlling short, loud sounds on a variety of instruments 11. Rehearsing and improving an ensemble performance 12. Preparing a performance with awareness of audience 	<ol style="list-style-type: none"> 2. Reading a melody in staff notation 3. Accompanying a song with tuned and untuned instruments 4. Composing and performing together 5. Combining vocal sounds in performance 6. Creating a performance using voices and instruments in four parts 7. Exploring extended vocal techniques 8. Developing a structure to combine sounds 9. Creating musical effects using contrasting pitch 10. Learning about the music of an early opera 11. Creating descriptive music 12. Developing a performance with awareness of audience 	<ol style="list-style-type: none"> 3. Developing rhythm skills through singing, playing, and moving 4. Singing and playing scales and chromatic melodies 5. Using steady beat and syncopated rhythms 6. Accompanying a song with sung and played drones 7. Singing in unison and two parts 8. Developing an arrangement of a two-part song 9. Learning and creating accompaniments for a song 10. Reading grid or staff notation to play a bassline 11. Learning to perform a song with syncopated rhythms 12. Arranging a complete performance of music and songs 13. Using a score to notate and guide selected elements of a performance 	<ol style="list-style-type: none"> 2. Understanding metre through singing and playing instruments 3. Conducting a metre of four 4. Conducting metres of two and three 5. Writing lyrics 6. Learning to sing a song from our musical heritage 7. Developing accompaniments using ostinato and invented or improvised rhythms 8. Rehearsing for a performance 9. Developing a performance by adding other media 10. Performing with awareness of audience 	<ol style="list-style-type: none"> 1. Understanding music narrative, and exploring and using narrative structure 2. Interpreting notation 3. Using a storyboard to structure sounds 4. Learning about the use of sound effects in movies 5. Composing sound effects to perform with a movie 6. Identifying changes in tempo and their effects 7. Exploring and understanding phrase structure of a song melody 8. Creating and performing a sequence of melodic phrases with a movie 9. Learning about the use of musical clichés in movie soundtracks 10. Exploring the effect of music in movies 11. Using the musical dimensions to create and perform music for a movie 12. Learning about and exploring techniques used in movie soundtracks 13. Creating sounds for a movie, following a timesheet 14. Working in groups to create descriptive movie music 15. Evaluating and refining compositions
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						16. Learning about using cue scores
<p style="text-align: center;">6 Year 6 performance summer term</p>	<p>Climate Heroes Class awards</p> <ol style="list-style-type: none"> 1. Learning music for a special occasion 2. Composing programme music from a visual stimulus 3. Singing a verse and chorus song 4. Writing new verses for a rap performance 5. Developing a song performance 6. Performing together 7. Developing an extended performance 8. Developing a song arrangement 9. Rehearsing for a performance 10. Performing together with an awareness of audience 	<p>Powerful Earth Roots</p> <ol style="list-style-type: none"> 1. Singing a traditional Ghanaian song 2. Devising rhythmic actions to music 3. Developing a performance of a musical 4. Improvising descriptive music 5. Singing a traditional children's game song from Ghana 6. Playing rhythm cycles 7. Combining rhythm cycles in a percussion piece 8. Singing call and response songs in two groups 9. Devising rhythmic movement 10. Developing a descriptive composition 11. Planning and structuring pieces to make a finale 12. Combining songs with rhythmic cycles 13. Developing and rehearsing for a performance 14. Performing to an audience 	<p>All's Quiet on the Western Front World unite</p> <ol style="list-style-type: none"> 1. Exploring beat and syncopation through a song and body percussion 2. Developing coordination and rhythm skills 3. Performing a rhythmic sequence to a piece of music 4. Developing the idea of pitch shape and relating it to movement 5. Understanding pitch through movement and notation 6. Creating rhythm patterns 7. Arranging different musical sections to build a larger scale performance 8. Exploring rhythm through dance 9. Combining different rhythms 10. Exploring ways of combining and structuring rhythms through dance 	<p>Evolution Growth</p> <ol style="list-style-type: none"> 1. Feeling and moving to a three-beat pulse and revising rhythmic ostinato 2. Performing and improvising rhythmic and melodic ostinati 3. Singing in harmony 4. Learning about chords 5. Performing music and dance 6. Revising, rehearsing, and developing music for performance 7. Exploring extended vocal techniques 8. Developing a structure to combine sounds 9. Creating musical effects using contrasting pitch 10. Understanding the process of a musical performance 	<p>Ancient Greece Journeys</p> <ol style="list-style-type: none"> 1. Singing in three-part harmony 2. Exploring expressive singing in a part-song with echoes 3. Developing song cycles for performance 4. Staging a performance with awareness of audience 5. Singing a pop song with backing harmony 6. Learning about a song's structure 7. Learning to sing major and minor note patterns accurately 8. Learning a pop song with understanding of its structure 9. Developing a song cycle performance incorporating mixed media 10. Developing planning, directing, and rehearsal skills 	<p>Fair Trade Moving on</p> <ol style="list-style-type: none"> 1. Singing a song with expression and sustained notes 2. Singing in two-part and three-part harmony 3. Performing complex song rhythms confidently 4. Identifying the structure of a piece of music 5. Learning to play a melody with chordal accompaniment 6. Experiencing the effect of harmony changing 7. Playing instrumental parts to accompany a song 8. Performing a song with complex structure 9. Listening to and understanding modulation in a musical bridge 10. Preparing for a performance