Music Flow Chart

Listen and Appraise

Children listen to music and reflect on its content and its effect on their feelings.

Consider its mood and its effect on children's feelings.

Listen and describe music structures and changes as the music progresses.

Do you like or dislike the music? use musical language to explain their opinion.

Contextualise the time the music was made. Examine its genre, history, story and purpose.

Define the instruments and their sound. How do the instrument's distinct sonic features contribute to the overall impact of mood in the music? Comment on style indicators

Practise and Play

Children develop their listening, the playing of instruments, and sing in tune by practising with others.

Warm up Games

CopyBack pulse, rhythm, and pitch with progressing difficulty.

Sing in tune with others.

Play instruments along with the songs and improvise short parts with the music.

Compose and Perform

Children create songs, patterns using notation or graphic scores to perform for their peers and audience.

Compose on instruments.

Perform in front of their peers.

Sing and play instruments as an ensemble.

Perform together for an audience.

Stem Sentences *(to use throughout)*

I can hear _____.
I think _____ because _____.
I feel _____.
The changes I hear are_____
I like the music because_____
I dislike the music because_____
I hear the pitch is _____
The dynamics are _____
The texture is _____
The structure of the music is_____
The genre of the music is _____because I can hear_____
The instruments I can hear are_____
The similarities/differences between _____ and _____ are _____.
I can sing well when _____
I think I can improve by _____
We can improvise using _____ notes
Our performance was_____
We can change the mood by _____
We changed our composition by_____

The similarities/differences between _____ and _____ are _____.
Based on _____ I can conclude that _____.
The pattern I noticed is _____.

Assessment

- Observations of children
- Seesaw
- End of topic performance
- Lesson log
- Children's music passport.
- Recordings of performance.

Planning Tools

- Charanga
- Knowledge organisers
- Dimension of music Vocabulary.

The Learning Environment Display: *key vocabulary, stem sentences, pictures from lessons music recordings, childrens' compositions.*

The 'feel': Enthusiasm for Music is clear! Children are engaged, excited and are encouraged to perform and play together.