|  |  | Content Objectives | Strands | Strand Units | Concepts | Resources | Comments |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Term 2 | **Lesson 11**Composing with the Clock | * To perform with four groups of instruments
* To arrange duration of sounds
* To arrange instruments for a performance.
 | Composing | Exploring Sounds Improvising and Creating | * A sense of structure
* A sense of duration
* A sense of timbre
* A sense of texture
 | The Clock resource |  |
|  | **Lesson 12**Body Percusion | * To identify sounds using body percussion
* To perform using body percussion
* To recognise body percussion from clapping games
 | Perfoming | Exploring SoundsPlaying Instruments | * A sense of timbre
* A sense of pulse
* A sense of texture
* A sense of dynamics
 | Video Example |  |
|  | **Lesson 13**Find the Pulse | * To identify different styles of music.
* To identify pulse in different songs.
* To discuss different styles and instrumentation.
 | Listening and Responding | Listening and responding to music. | * A sense of pulse
* A sense of style
* A sense of tempo
 | Video examples |  |
|  | **Lesson 14**Rhythm with Igor | * To identify pulse and tempo of music.
* To identify different instrument groups
* To perform with Igor resource
 | PerformingListening and Responding | Playing Instruments | * A sense of pulse
* A sense of tempo
* A sense of timbre
 | Igor resource  |  |
|  | **Lesson 15**More Rhythm with Igor | * To identify pulse and tempo of music.
* To identify different instrument groups
* To perform with Igor resource
 | Performing | Playing Instruments | * A sense of pulse
* A sense of tempo
* A sense of timbre
 | Igor resource  |  |
|  | **Lesson 16**Compose with Igor | * To create sequences of sounds using the Igor resource
* To perform these rhythmic sequences together
 | Composing | Improvising and Creating | * A sense of pulse
* A sense of structure
* A sense of timbre
* A sense of duration
 | Igor ResourceWorksheet |  |
|  | **Lesson 17**Winter Sounds Composition | * To recognise environmental sounds
* To recognise connections between sounds and symbols
* To create sequences of sounds.
 | Composing  | Exploring Sounds Improvising and Creating | * A sense of timbre
* A sense of dynamics
* A sense of duration
* A sense of structure
 | Worksheets |  |
|  | **Lesson 18**Winter Sounds Performance | * To recognise environmental sounds
* To arrange a performance using these sounds
* To explore different vocal and instrumental sounds
 | PerformingComposing | Using InstrumentsImprovising and Creating | * A sense of timbre
* A sense of dynamics
* A sense of duration
* A sense of structure
 | The Clock resourceWorksheets |  |
|  | **Lesson 19**Pitched and Un-pitched | * To identify pitch with different classroom instruments.
* To perform using pitched and un-pitched instruments
 | Listening and RespondingPerforming | Listening and responding to music Playing with instruments  | * A sense of pitch
* A sense of timbre
* A sense of duration
 | Jazz Cat resourceThe Clock resource |  |
|  | **Lesson 20**Song - Who Fed The Chickens | * To identify sequences of melody
* To identify and sing the response at the end of each line.
 | Listening and RespondingPerforming  | Song Singing | * A sense of pitch
* A sense of structure
* A sense of duration
 | Video |  |