|  |  | Content Objectives | **Strand** | **Strand Unit** | **Concept** | **Resource** | **Comments** |
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| September  | **Lesson 1**Exploring Vocal sounds | * Distinguish between sounds of different duration while listening to music
* Identify some families of instruments
* Recognise the shape (contour) of melodies on a graphic score or in standard notation
 | Listening and RespondingPerforming | Listening and RespondingLiteracy | * A sense of pitch
* A sense of structure
* A sense of duration
 | The Front Door   |  |
| **Lesson 2**Graphic Notation | * Invent and perform simple musical pieces that show a developing awareness of musical elements
* Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions
* Record compositions on electronic media
 | Composing | Improvising and CreatingTalking about and recording compositions | * A sense of pitch
* A sense of structure
* A sense of duration
* a sense of timbre
 | WorksheetsGraphic Notation course |  |
| **Lesson 3** The Sounds Around You | * Listen to and describe a widening variety of sound from an increasing range of sources
* Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions
* Record compositions on electronic media
 | Listening and RespondingComposing | Exploring soundsTalking about and recording Music | * A sense of pitch
* A sense of timbre
* A sense of duration
 | Worksheet  |  |
| **Lesson 4**Song - Hill and Gully Rider | * Identify and define the rhythm patterns of well known songs and chants
* Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range
* Understand the difference between beat and rhythm
 | Performing | LiteracySong Singing | * A sense of pitch
* A sense of structure
* A sense of duration
* A sense of rhythm
 | Sing-along video resource |  |