

Year Group		
Year 3	Music – Pentatonic tunes <ul style="list-style-type: none"> Recognise and use steps and leaps in pitch Play rhythmic patterns and identify strong and weak beats Change dynamics gradually Change tempo gradually Recognise the difference in timbre between wooden, metal and stringed instruments Build layers and begin to use melodic accompaniments 	
Year 4	Art – Painting – Portraits (Computing – Creative industries) <ul style="list-style-type: none"> Independently capture, store, retrieve and edit a digital image Use a digital stills camera to experiment with filters and effects Discuss and evaluate the quality of their own and others' captured images and make decisions 	
Year 5	Drama – Shakespeare (Computing, Animation) <ul style="list-style-type: none"> Explore characters from different times and cultures Research a role/playwright Use dramatic techniques to convey meaning Use voice and movement to convey character 	Music – WOPs – Flutes and Clarinets <ul style="list-style-type: none"> <i>Begin to recognise major and minor keys</i> <i>Use notation for crotchets, minims, semibreves and quavers</i> <i>Begin to recognise common time signatures</i> <i>Use strong contrasts in dynamics to add light and shade</i> <i>Alter tempi for mood effects</i> <i>Compare acoustic and electric sounds</i> <i>Develop an understanding of how chords can be used as an accompaniment</i> <i>Recognise, sing and play a round</i>
Year 6	Music Technology (Creative Industries) <ul style="list-style-type: none"> Create, edit and combine sounds for a specific audience Consider copyright when producing music Talk about how sounds are used in the world around us and how their work links with this. 	Drama/Music/Dance – KS2 Production <ul style="list-style-type: none"> Explore action and language to create a mood for the audience Work with others to create drama Research a role Explore characters feelings and reactions in different situations Use dramatic techniques to convey meaning Use voice and movement to convey character Use accent or dialect when appropriate Evaluate how action and voice work together to create drama