



The most important thing about **Music** is expressing ourselves

We listen with intent

We perform together

We inspire

And our creativity blossoms

But the most important thing about **Music** is expressing ourselves



EYFS	
Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to	Vocabulary
<ul style="list-style-type: none"> children sing songs, make music and dance, and experiment with ways of changing them. (Exploring using media and materials) children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through, music and dance. (Being imaginative) 	Pulse, rhythm, pitch, high, low, fast, slow, loud, quiet, sing, shout, whisper, beat.

Knowledge and skills					
Autumn 1	Autumn 2 NATIVITY PERFORMANCE	Spring 1	Spring 2	Summer 1	Summer 2
Learning in EYFS is based upon the children's interests and therefore planning is flexible and subject to change. The Charanga scheme is used in addition to songs and tasks based upon themes that the children choose.					
Listen and Appraise	Knowledge ● To know how to listen carefully to music. ● To know and recognise the sound and names of some of the instruments they use.		Specific skills Listening and responding to different styles of music Explore sounds and learn how they can be changed.		
Games	Knowledge ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals.		Specific skills Embedding foundations of the interrelated dimensions of music Enjoy joining in with games and dancing Tap out simple rhythms and create own rhythms Begin to move rhythmically		
Singing	Knowledge ● To know many songs off by heart.		Specific skills Learning to sing or sing along with nursery rhymes and action songs Sing and make up simple songs		
Playing	Knowledge Learn the names of the instruments they are playing.		Specific skills Singing and learning to play instruments within a song Show an interest in the way musical instruments sound Explore the different sounds of instruments Play untuned or tuned instruments with a understanding of pulse		
Improvisation	Knowledge Improvisation is about making up your own tunes on the spot.		Specific skills Explore sounds and learn how they can be changed. Improvising leading to playing classroom instruments		
Composing	Knowledge ● Composing is like writing a story with music. ● Everyone can compose		Specific skills Tap out simple rhythms and create own rhythms		
Performing	Knowledge Learning to be aware of an audience		Specific skills Share and perform to an audience.		

YEAR 1	
Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to	Vocabulary
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Knowledge and skills					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hey You	Nativity/ Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Listen and Appraise	Knowledge <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 		Specific skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.		
Games	Knowledge <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 		Specific skills There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: <ul style="list-style-type: none"> Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. 		
Singing	Knowledge To confidently sing or rap five songs from memory and sing them in unison.		Specific skills <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 		
Playing	Knowledge <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 		Specific skills Treat instruments carefully and with respect. <ul style="list-style-type: none"> Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader' 		

YEAR 2	
Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to	Vocabulary
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Knowledge and skills					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hands Feet Heart	Nativity	I wanna play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Listen and Appraise	Knowledge <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 		Specific skills <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 		
Games	Knowledge <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 		Specific skills <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. 		
Singing	Knowledge <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 		Specific skills <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 		

YEAR 3	
Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to	Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>

Knowledge and skills							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds/Class production	The Dragon Song/Class production	Bringing Us Together	Reflect, Rewind and Replay
Listen and Appraise	<p>Knowledge</p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ol style="list-style-type: none"> 1,Its lyrics: what the song is about 2,Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) 3,Identify the main sections of the song (introduction, verse, chorus etc.) 4,Name some of the instruments they heard in the song 	<p>Specific skills</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music 					
	Games	<p>Knowledge</p> <ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. 	<p>Specific skills</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 				

YEAR 4

Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to	Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>

Knowledge and skills

Knowledge and skills						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Mamma Mia Glockenspiel 2	Glockenspiel Stage 2	Stop!	Class production	Lean/ On Me Blackbird	Reflect, Rewind and Replay	
Listen and Appraise	<p>Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. 		<p>Specific skills</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people’s thoughts about the music. • When you talk try to use musical words. 			
	Games	<p>Knowledge Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 		<p>Specific skills Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 		
		Singing	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 		<p>Specific skills To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To re-join the song if lost. • To listen to the group when singing. 	

Playing Instruments	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>Specific skills</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song.
Improvisation	<p>Knowledge To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Specific skills Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> ● Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.
Composing	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Specific skills</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performing	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<p>Specific skills</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

YEAR 5	
Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to	Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>

Knowledge and skills							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay/Class Production
Listen and Appraise	<p>Knowledge</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historic 	<p>Specific skills</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 					
	Games	<p>Knowledge</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Specific skills</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes 				

Singing	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<p>Specific skills</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’
Playing Instruments	<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<p>Specific skills</p> <ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.
Improvisation	<p>Knowledge</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>Specific skills</p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes: Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
Composing	<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<p>Specific skills</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performing	<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don’t know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>Specific skills</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

YEAR 6

<p>Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to</p>	<p>Vocabulary</p>
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>

Knowledge and skills

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay/Class Production

<p>Listen and Appraise</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity 	<p>Specific skills</p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.
	<p>Games</p>	<p>Knowledge</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to

Singing	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<p>Specific skills</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.
Playing Instruments	<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<p>Specific skills</p> <ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session
Improvisation	<p>Knowledge</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>Specific skills</p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes.</p> <p>2, Play and Improvise You will be using up to three notes: Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3, Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
Composing	<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<p>Specific skills</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performing	<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>Specific skills</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"