

Through Listening and Appraising, Musical Activities, and Performing and sharing pupils should be taught to

Vocabulary

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.

Pupils should be taught to:

- 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.

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

Know	ledge	and	skills

Knowledge and skins						
Au	tumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Interesting time Combining elements First Access Ukule		First Access Ukulele whole class tuition		Connecting notes and feelings	Purpose, identity and expression in music	
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: 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.				 Specific skills 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. 		
Knowledge Know and be able to talk about: 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			Specific skills Using the Warm up Games to Gold Challenges. Children will complete the fornotes: 1. Find the Pulse 2. Rhythm Copy Back: a. Broryour own simple rhythm patisimple rhythms 3. Pitch Copy Back Using 2 No (no notation) b. Silver: Copy c. Gold: Copy back with instru	llowing in relation to the r nze: Clap and say back rhyterns c. Gold: Perhaps lead otes a. Bronze: Copy back back with instruments, wit	main song, using two thms b. Silver: Create I the class using their - 'Listen and sing back' thout then with notation	

4. Pitch Copy Back and Vocal Warm-ups

To know and be able to talk about: Singing in a group can be called a choir		T	I a . w w
Singing in a group can be called a choir Lader or conductor. A person who the choir or group follow Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice Sheet in the studies or yolphone). Sheet in the studies or yolphone in the studies or large group is fun, but that you must listen to each other To know why you must warm up your voice Specific skills To treat instruments carefully and with respect. Specific skills To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument—a note, simple or medium part or the melody of the song from memory or notation. To rehearse and perform their part within the context of the Unit song or large given or sold challenges. To know and be able to talk about improvisation: 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 be longs to them. To know that using one or two notes confidently is better than using five To know was allowed an instale To know that you improvisations To know that you might see the state of the fifty you have heard in the Challenges in your improvisations Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some your your time to the spot was a subject or performed again to your friends. To know day the way the sing was the performance of the recording compositions (letter names, symbols, audio etc.) Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some your performed again to your friends. To knowledge To know and be able to talk about: A composition: music that is created by you and kept in some your performed again to your friends. A composition: music that is created by you and kept in some your performed again to your friends. A composition: The cording compositions (letter names, s		Knowledge	Specific skills
Songs can make you feel different things e.g. happy, energetic or sad			
To sing with awareness of being "in tune".			
Songs can make you feel different things e.g. happy, ergetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know and so so singer makes a thinner texture than a large group To know and be able to talk about: To know and be able to talk about: To know and be able to talk about improvisation: Improvisation is making up your own tumes on the spot When someone improvese, 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 that has never been heard before. It is not written down and belongs to them. To know that if you improvise using the notes you are heard in the Challenges in your improvisations Whowledge To know and be able to talk about: To know that you can use some of the riffs you have heard in the Challenges in your improvisations Whowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like verified as you have heard in the Challenges in your improvisations Whowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like verified as you have heard in the Challenges in your improvisations Whowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like verified as ton; it can be played or performed again to your friends. Whowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like verified as ton; it can be played or performed again to your friends. Whowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like verified as the playe that you have the playe your own answer using now offeren notes. Specific skills Help create at least one simple melody using one, three or all five differents. Play and represent a musical performan			
Nowledge To know and be able to talk about:	bo.		
Nowledge To know and be able to talk about:	E L		• To re-join the song if lost.
Nowledge To know and be able to talk about:	<u>.</u>	9	 To listen to the group when singing.
* Texture: How a solo singer makes a thinner texture than a large group **To know why you must warm up your voice Knowledge To know and be able to talk about: **The instruments used in class (a glockenspiel, recorder, used or richestra or by their friends. **To treat instruments carefully and with respect. **Play any one, or all flour, differentiated parts on a tuned instrument—a notation. **To treat instruments carefully and with respect. **Play any one, or all flour, differentiated parts on a tuned instrument—a notation. **To instruments they might play or be played in a band or orchestra or by their friends. **To experience leading the playing by making sure everyone plays in the playing section of the song. **Specific skills** **To treat instruments carefully and with respect. **Play any one, or all flour, differentiated parts on a tuned instrument—a notation. **To istent 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. **Specific skills** **To rehease and perform their part within the context of the Unit song or to experience leading the playing by making sure everyone plays in the playing section of the song. **Specific skills** **To rehease and perform their part within the context of a song they are learning to perform. Use the improvise units instruments in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the context of a song they are learning to perform. Use the improvise units in the c	₽.		
Nowledge To know and be able to talk about: Play any one, or all four, differentiated parts on a tuned instrument – a note, simple or medium part or the melody of the song from memory or notation.	S	· ·	
Knowledge To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder, when instruments used in class (a glockenspiel, recorder, etc.) • Other instruments they might play or be played in a band or orchestra or by their friends. Knowledge To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot than using give them. • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know that using one or two notes confidently is better than using five • To know and be able to talk about: • A composition in 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. • Plan and create a section of music that can be performed again to		 Texture: How a solo singer makes a thinner texture than 	
Nowledge To know and be able to talk about:			
To know and be able to talk about: The instruments used in class (a glockenspiel, recorder, sulucles or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. **Nowledge** To know and be able to talk about improvisation: 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 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 where heard here heards before the some way. It's like writing a story, it can be played or performed again to your friends. **Rnowledge** **To know dath of the song from memory or notation. **To treat instruments carefully and with respect. **Play any one, or all four, different note healedy of the song from memory or notation. **To rehearse and perform their part within the context of the Unit song **To instent oand follow musical instructions from a leader. **To teasinstruments carefully and with respect. **Play any one, or all four, different note healedy of the song from memory or notation. **To rehearse and perform their part within the context of the Unit song **To instent 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. **Specific skills** **Provisation** **To know that using one or two notes.** **Provisation** **Provisation** **To know that using one or two notes confidently is better than using five or two notes.** **To know that using one or two notes.** **Silver of Gold Challenges.** **To know that using one or two notes.** **Silver challenge: O Sing, Play and Copy Back — Listen and copy back usin instruments, listen and play your own answer using one or two notes.** **Silver challenge: O Sing, Play and Copy Back — Listen and copy back usin		To know why you must warm up your voice	
To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder, ukulele or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. **Nowledge** To know and be able to talk about improvisation: • 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 if you improvise using the notes you are given, you cannot make a mistake • To know that if you improvisations where the challenges in your improvisations • To know that you can use some of the riffs you have heard in the Challenges in your improvisations **Nowledge** **Nowledge** **Nowledge** **Nowledge** **Nowledge** **Now and be able to talk about: • 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.) **Nowledge** **To know and be able to talk about: • 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.) **Knowledge** To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a dramal it can be to to to talk about: • A performance doesn't have to be a dramal it can be to to to talk about: • A performance doesn't have to be a dramal it can be to to talk about the performing and how to stand of the words and clearly articulate them. • A performance doesn't have to be a dramal it can be to to to talk about the best place to be when performing and how to stand of the words and clearly articulate them. **To talk about the best place to be when performing and how to stand of the words and clearly articulate them. **To talk ab			
* The instruments used in class (a glockenspiel, recorder, ukulele or xylophone). * Other instruments they might play or be played in a band or orchestra or by their friends. **Play any one, or all four, differentiated parts on a tuned instrument—one, one, or simple or medium part or the melody of the song from memory or 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. * Specific skills** 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 using one or two notes confidently is better than using five * To know that using one or two notes confidently is better than using five * To know that you can use some of the riffs you have heard in the Challenges in your improvisations **Silver Challenge: O Sing, Play and Copy Back — Listen and copy back usin instruments, using two different notes. O Play and Improvise — Using your instruments, listen and play your own answer using one or two notes. * Gold Challenge: O Sing, Play and Copy Back — Listen and copy back usin instruments, listen and play your own answer using one or two notes. * Gold Challenge: O Sing, Play and Copy Back — Listen and copy back usin instruments, listen and play your own answer using one or two notes. * Gold Challenge: O Sing, Play and Copy Back — Listen and copy back usin instruments, listen and play your own answer using one or two notes. * Gold Challenge: O Sing, Play and Copy Back — Listen and copy back usin instruments, listen and play your own answer using one or two notes. *		_	, ·
Knowledge To know and be able to talk about improvisation: • 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 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 Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story, it can be played or operformed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) Knowledge To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story, it can be played or operformed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a dramal it can be to	ts		
Knowledge To know and be able to talk about improvisation: • 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 if you annot make a mistake • To know that if you annot make a mistake • To know that if you can use some of the riffs you have heard in the Challenges in your improvisations Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a dramal it can be to	e e	· · · · · · · · · · · · · · · · · · ·	
Knowledge To know and be able to talk about improvisation: • 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 if you annot make a mistake • To know that if you annot make a mistake • To know that if you can use some of the riffs you have heard in the Challenges in your improvisations Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a dramal it can be to	ΞĔ		
Knowledge To know and be able to talk about improvisation: • 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 if you annot make a mistake • To know that if you annot make a mistake • To know that if you can use some of the riffs you have heard in the Challenges in your improvisations Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a dramal it can be to	<u>6</u> <u>5</u>		
Knowledge To know and be able to talk about improvisation: • 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 if you annot make a mistake • To know that if you annot make a mistake • To know that if you can use some of the riffs you have heard in the Challenges in your improvisations Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a dramal it can be to	PI St	or orchestra or by their menus.	
Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune 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 knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: Part or writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a dramal It can be to	므		
Knowledge To know and be able to talk about improvisation: 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 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 Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: Plan and create a section of music that can be performed within the context of a song they are learning to perform. Use the improvise instructs in the context of a song they are learning to perform. Use the improvise instructs of sold challenges: Specific skills Improvise — Take it in turns to insprovise using back melodic patterns and Improvise using instruments, listen and sing back melodic patterns and Improvise — Using instruments, listen and sing back melodic patterns and Improvise — Using instruments, listen and sing back melodic patterns and Improvise — Using instruments, listen and sing back melodic patterns and Improvise — Using instruments, listen and sing back melodic patterns and Improvise — Using pour instruments, listen and play your own answer using one or two notes. Falke it in turns to improvise using the test instruments, listen and play your o			
To know and be able to talk about improvisation: 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 Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performing composition with other people, an audience A performance doesn't have to be a dramal! It can be to to talk about the best place to be when performing and how to stand of the work and clearly articulate them. To talk about the best place to be when performing and how to stand of the work and clearly articulate them. To talk about the best place to be when performing and how to stand of the work and clearly articulate them. To talk about the best place to be when performing and how to stand of the work and clearly articulate them. To talk about the best place to be when performing and how to stand of		Vaculada	1 7 0
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 Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: Plan and create a section of music that can be performed within the confidency in the developing composition and make music 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). Specific skills To choose what to perform and create a programme. Present a musical performance designed to capture the audience. A performance doesn't have to be a dramal It can be to			
• Bronze Challenge: o Copy Back – Listen and sing back melodic patterns and Improvise 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 if you improvise using the notes you are given, you cannot make a mistake • To know that if you improvisations **Nowledge** To know and be able to talk about: • 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.) **Knowledge** To know and be able to talk about: • Different ways of recording compositions (letter names, symbols, audio etc.) **Knowledge** To know and be able to talk about: • Plan and create a section of music that can be performed within the confidency of the unit song. • Talk about how it was created. • Listen and play your own answer using one or two notes. • Silver Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, listen and play your own answer using one or two notes. • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, listen and play your own answer using one or two notes. • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, using two different notes. O Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, using two different notes. O Play and Improvise – Using you instruments, using two different notes. O Play and Improvise – Using you instruments, using two different notes. O Play and Improvise – Using you instruments, using two different notes. O Play and Improvise – Using you instruments, using two different notes. O Play and Improvise – Using you instruments, listen and play your own answer using one or two notes. • Gol			
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 **Nowledge** To know and be able to talk about: • 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.) **Nowledge** To know and be able to talk about: • 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.) **Nowledge** To know and be able to talk about: • A composition: a 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.) **Nowledge** To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to **O communicate the meaning of the words and clearly articulate them audience • A performance doesn't have to be a drama! It can be to	_		
heard in the Challenges in your improvisations • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, two different notes. o 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. Specific skills • 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.) • Plan and create a section of music that can be performed within the coof the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make music 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). Specific skills • Plan and create a section of music that can be performed within the coof the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make music 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). Specific skills • 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 of the content of the province of the composition of the units of the	9		
heard in the Challenges in your improvisations • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, two different notes. o 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. Specific skills • 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.) • Plan and create a section of music that can be performed within the coof the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make music 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). Specific skills • Plan and create a section of music that can be performed within the coof the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make music 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). Specific skills • 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 of the content of the province of the composition of the units of the	Ŧ	<u> </u>	
heard in the Challenges in your improvisations • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, two different notes. o 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. Specific skills • 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.) • Plan and create a section of music that can be performed within the coof the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make music 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). Specific skills • Plan and create a section of music that can be performed within the coof the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make music 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). Specific skills • 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 of the content of the province of the composition of the units of the	<u>iš</u>	- · · · · · · · · · · · · · · · · · · ·	
heard in the Challenges in your improvisations • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, two different notes. o 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. Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to	8	<u> </u>	
heard in the Challenges in your improvisations • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, two different notes. o 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. Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to	<u>o</u>		
heard in the Challenges in your improvisations • Gold Challenge: o Sing, Play and Copy Back – Listen and copy back usin instruments, two different notes. o 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. Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to	Ξ	9 17	
instruments, two different notes. o 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. Improvise! – Take it in turns to improvise using three different notes. Specific skills To know and be able to talk about: • 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.) **Nowledge** To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to instruments, listen and play your own answer using two different notes. **Specific skills** • Help create at least one simple melody using one, three or all five different notes. **Specific skills** • Hall create a section of music that can be performed within the conforting that can be performed at a performed within the conforting that can be performed within the conforting that can be performed as section of music that can be performed within the conforting that	_		
Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: To know and be able to talk about: Example 1		neard in the Challenges in your improvisations	
Knowledge To know and be able to talk about: • 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.) Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to • Record the composition in any way appropriate 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 of			
Knowledge To know and be able to talk about: 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.) Knowledge To know and be able to talk about: Plan and create a section of music that can be performed within the coordinate of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make music 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). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to			
To know and be able to talk about: 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.) Figure 1		Va soule des	
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.) I alk about how it was created. Listen to and reflect upon the developing composition and make music 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). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to		_	!
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.) Figure 1			
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). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to 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). Specific skills 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 of	p 0		
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). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to 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). Specific skills 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 of	si.		· · · · · · · · · · · · · · · · · · ·
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). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to 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). Specific skills 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 of	<u>o</u>		5
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). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to 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). Specific skills 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 of	Ē		
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Specific skills 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 of	ŏ	symbols, audio etc.)	
Connection between sound and symbol (e.g. graphic/pictorial notation). Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to connection between sound and symbol (e.g. graphic/pictorial notation). Specific skills 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 of			
Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to Specific skills • 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 of			
 Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to 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 of the capture of the words and clearly articulate them 		Knowledge	
 audience A performance doesn't have to be a drama! It can be to 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 of the communicate them. 		To know and be able to talk about:	
• A performance doesn't have to be a drama! It can be to • To talk about the best place to be when performing and how to stand of the control of the contro		 Performing is sharing music with other people, an 	
• A performance doesn't have to be a drama! It can be to • To talk about the best place to be when performing and how to stand of the control of the contro		audience	• To communicate the meaning of the words and clearly articulate them.
		• A performance doesn't have to be a drama! It can be to	• To talk about the best place to be when performing and how to stand or sit.
You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with	<u>م</u>		• To record the performance and say how they were feeling, what they were
be performed ● You must sing or rap the words clearly and play with	Ė	You need to know and have planned everything that will	
● You must sing or rap the words clearly and play with	r o		
	Ť.	· ·	
confidence	Pe		
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			
acousting soligination		about the song/masic	<u> </u>