Music	Term		Term		Term
EYFS	The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant early years outcomes from 3-4 years to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programmed of study for music. The most relevant early years outcomes for music are taken from the following areas of learning: ⌊SEP⌋ ▪ Expressive Arts and Design				
	3-4 years	Expressive Arts and Design		• _Listen with increased attention to sounds._ • _Respond to what they have heard, expressing their thoughts and feelings._ • _Remember and sing entire songs._ • _Sing the pitch of a tone sung by another person ('pitch match')._ • _Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs._ • _Create their own songs, or improvise a song around one they know._ • _Play instruments with increasing control to express their feelings and ideas._	
	Reception	Expressive Arts and Design		• _Create collaboratively sharing ideas, resources and skills._ • _Listen attentively, move to and talk about music, expressing their feelings and responses._ • _Watch and talk about dance and performance art, expressing their feelings and responses._ • _Sing in a group or on their own, increasingly matching the pitch and following the melody._ • _Explore and engage in music making and dance, performing solo or in groups._	
	ELG	Expressive Arts and Design	Being Imaginative	• _Sing a range of well-known nursery rhymes and songs._ • _Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music._	

Windmill Hill Academy
<u>Music Knowledge and Skills Organiser</u>

An Daras Trust
Igniting Curiosity Growing Capabilities

Windmill Hill Academy
Launceston

Key Stage 1
Pupils should be taught to: ▪use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪play tuned and un-tuned 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.
Key Stage 2
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.
At Windmill Hill Academy, we follow the Charanga Music Scheme to support our teaching of Music.
Charanga follows the learning progression in each unit through the order of: ▪ Listening and Appraising ▪ Musical Activities ▪ Singing ▪ Playing instruments ▪ Improvisation

- Composition
- Performing

EYFS	Autumn 1 **Me!**	Autumn 2 **My Stories**	Spring 1 **Everyone!**	Spring 2 **Our World**	Summer 1 **Big Bear Funk**	Summer 2 **Reflect, rewind and replay**
	▪ *Pat-a-cake* ▪ *1, 2, 3, 4, 5, One I Caught a Fish Alive* ▪ *This Old Man* ▪ *Five Little Ducks* ▪ *Name Song* ▪ *Things for Fingers*	▪ *I'm A Little Teapot* ▪ *The Grand Old Duke Of York* ▪ *Ring O'Roses* ▪ *Hickory Dickory Dock* ▪ *Not Too Difficult* ▪ *The ABC Song*	▪ *Wind The Bobbin Up* ▪ *Five Little Monkeys Jumping On The Bed* ▪ *Twinkle Twinkle* ▪ *If You're Happy And You Know It* ▪ *Head, Shoulders, Knees and Toes*	▪ *Old Macdonald* ▪ *Incy wincy Spider* ▪ *Baa Baa Black Sheep* ▪ *Row, Row Row Your Boat* ▪ *The Wheels On The Bus* ▪ *The Hokey Cokey*	*Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.* ▪ *Big Bear Funk by Joanna Mangona* ▪ *I feel Good by James Brown* ▪ *Don't You Worry 'Bout A Thing Performed by Incognito* ▪ *My Promise by Earth wind & Fire* ▪ *Superstition by Stevie Wonder* ▪ *Pick Up The Pieces by Average White Band*	*This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.*
Knowledge	**Listen and Appraise** ▪ Can you tell me who the singer was? ▪ What was the song called? ▪ Did the music	**Listen and Appraise** ▪ What was the song called? ▪ How did the song make you feel? ▪ What pictures and colours pop	**Listen and Appraise** ▪ What was the song called? ▪ Did the music make you feel happy or sad? ▪ Listening and	**Listen and Appraise** ▪ Did the music make you feel happy or sad? ▪ What is the song about? ▪ Do you like the	**Listen and Appraise** ▪ Did the music make you feel happy or sad? ▪ What instruments can you hear? ▪ How many voices	**Listen and Appraise** ▪ What can you hear? ▪ Can you hear the horns? ▪ How does the music make you

	make you feel happy or sad? ▪ Did any colours pop into your head? ▪ What was the song about? ▪ Listening and responding to different types of music. **Musical Activities** ▪ Can you find the pulse in different ways? ▪ Can you copy a rhythm? ▪ Can you join in with the actions? ▪ Can you find different ways to show the pulse? **Singing** ▪ Can you sing high? ▪ Can you sing low? ▪ Can you sing along with the music? ▪ Can you stand up straight to sing?	into your head? ▪ What is the song about? ▪ Did you hear any voices? ▪ Were they male or female? ▪ Do you like the music? **Musical Activities** ▪ Embedding the foundations of interrelated dimensions of music. ▪ Can you feel the pulse? ▪ What instruments make high and low sounds? ▪ Can you move with the music? ▪ Listen to nursery rhythms with and with out lyrics and respond with movement. **Singing** ▪ Can you sing with the backing track? ▪ Can you sing the whole song? ▪ Can you follow a rhythm pattern? ▪ Can you use	responding to different styles of music. ▪ Have you heard this song before? ▪ What is the song about? ▪ How does it make you feel? **Musical Activities** ▪ Can you find the pulse in different ways? ▪ Can you clap long and short sounds over a pulse? ▪ Can you clap back a short rhythm? ▪ Can you find different ways to show the pulse? ▪ Can you clap a rhythm back? ▪ Can you clap the rhythm of words? **Singing** ▪ Can you sing along with the music? ▪ Learning to sing action nursery rhymes. ▪ Can you do actions in time with the music? ▪ Can you stand up straight to sing?	song? **Musical Activities** ▪ Can you find the pulse in different ways? ▪ Can you listen and respond? ▪ Can you add actions to songs? ▪ Can you clap back rhythms? ▪ Can you find the pulse and move in time with the music/song? **Singing** ▪ Can you sing along with the music? ▪ Can you remember the words to the songs? ▪ Can you find a comfortable singing position? ▪ Can you sing with open mouths so that your words can be understood? ▪ Can you sing the song with just a backing track and no other voices? ▪ Learn to sing nursery rhymes	can you hear? ▪ Are they male or female? **Musical Activities** ▪ Can you find the pulse in different ways? ▪ Can you find the pulse in different ways? ▪ Can you copy back a rhythm? ▪ Can you copy a riff? ▪ Can you clap back a musical phrase? ▪ Can you find the downbeat of each bar? ▪ Can you feel the stronger 1st beat of the bar? **Singing** ▪ Can you sing along with the music? ▪ Can you internalise the song? ▪ Can you sing the whole song? **Playing Instruments** ▪ Can you hold your instruments correctly? ▪ Can you play them	feel? ▪ What instruments can you hear in this music? ▪ How old do you think this music is? ▪ Does this music tell a story? ▪ Do you like the music? ▪ Can you hear all the different melodies in the music? **Musical Activities** ▪ Revisit some of the song in year R and compose own simple melodies. ▪ Can you feel the pulse? ▪ What instruments make high and low sounds? ▪ Can you move with the music? ▪ Can you copy back a rhythm? ▪ Can you copy a riff? ▪ Can you clap

Note: the 5th column reads "Can you feel the stronger 1st beat of the bar?" where "1st" appears with a superscript "st".

Column 1

- Can you sing the whole song?
- Can you imitate sounds of: a fire engine, a bee buzzing a cat meowing etc….?
- Learning to sing action nursery rhymes.

Performance
- Can you practice the song in sections?
- Can you share what you have learnt this lesson?
- Can you sing the song along with the backing track?

Column 2

- actions to help with the singing?
- Learning to sing action nursery rhymes.
- Learning to sing along with nursery rhymes with actions.

Playing Instruments
- Can you play a C or D to accompany the singing?
- Can you keep a pulse on your chosen instrument?
- Can you use unturned instruments to accompany the singing?
- Can you hold your instrument correctly?
- Can you hold the beater with one hand?

Improvise
- Can you explore high and low sounds?
- Can you create sounds using our

Column 3

- Can you clearly sing the words to the song so that everyone can hear the words?
- Can you remember the words to the songs?
- Can you use your voice in a variety of ways including rap?

Playing Instruments
- Singing and learning to play instruments within a song.
- Can you hold your instrument correctly?
- Do you know the name of your instrument?
- Can you play it loudly and quietly?

Improvise
- Can you improvise using high and low voices?
- Can you make up a rhythm pattern that will turn into a composition?
- Can you use 1 or 2 notes to improvise a rhythm with?
- Can you create your

Column 4

- and action songs.

Playing Instruments
- Can you hold the beaters correctly?
- Do you know the name of the instrument that you are playing?
- Can you play C, D to accompany some of the songs?

Improvise
- Can you explore high and low pitches with your voices?
- Can you create your own sounds using instruments or your voices?

Composition
- Can you create your own rhythm?
- Can you create your own sounds?

Performance
- Can you share and perform the songs learnt?
- Can you practise each verse and chorus ready for a performance?
- Can you record a

Column 5

- in time?
- Can you move from a C to a D on tuned percussion?
- Can you pay a rhythmic riff using D?
- Playing instruments within the song.

Improvise
- Can you explore pitch by creating your own sounds with your voices and instruments?
- Can you create a riff of your own?
- Improvisation using voices and instruments.

Composition
- Can your riff be recorded?
- Can you create your own sounds?
- Can you write the note names to form a composition?
- Riff based composition.

Performance
- Can you share and perform the songs

Column 6

- back a musical phrase?
- Can you find the downbeat of each bar?
- Can you feel the stronger 1st beat of the bar?

Singing
- Can you do actions in time with the music?
- Can you stand up straight to sing?
- Can you clearly sing the words to the song so that everyone can hear the words?
- Can you sing the whole song?
- Can you remember the words to the songs?
- Can you internalise the song?

Playing Instruments
- Can you play the compositions on your instrument?
- Can you hold your instrument correctly?

		voice and instruments? ▪ Make up rhythms using 1 note. **Composition** ▪ Can you create your own sounds? **Performance** ▪ Can you share and perform the songs learnt? ▪ Share and perform the learning that has taken place.	own sounds? **Composition** ▪ Can you create your own sounds? ▪ Using tuned and un-tuned instruments to can create a rhythm pattern. **Performance** ▪ Can you share and perform the songs that have been learnt? ▪ Can you record your rhythm pattern? ▪ Can you watch back the performance and reflect on your performance? ▪ Can you remember the words to the songs? ▪ Can you sing the songs without accompaniment? ▪ Can we combine instruments into our performance? Can we use more than 2 instruments in the performance? ▪ Share and perform the learning that has taken place.	performance and watch it back to reflect?	learnt? ▪ Can you rehearse the song using the accompaniment? ▪ Share and perform the learning that has taken place.	▪ Do you know the name of your instrument? ▪ Can you play it loudly and quietly? **Improvise** ▪ Can you make up rhythms and melodies to go into a section of music? **Composition** ▪ Can you create your own sounds? ▪ Can you compose a 1 or 2 note composition using the white board grid? ▪ Can you drag and drop notes onto a grid to create a composition? ▪ Can you sing back or play back the composition? **Performance** ▪ Can you share and perform the songs learnt? ▪ Can you prepare for a

						performance of some of the songs you have learnt over this year?
Skill Progression	**Listen and Appraise** ■ To start to talk about features of the song e.g. male or female singers. **Musical Activities**. ■ To imitate movement in response to music. ⸤1⸥ SEP ■ To tap out simple repeated rhythms. ⸤1⸥ SEP ■ To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. **Singing** ■ To sing a few familiar songs ■ Use the voice in different ways ■ Explore singing high and low	**Listen and Appraise** ■ To start to talk about features of the song e.g. male or female singers. **Musical Activities** ■ To imitate movement in response to music. ⸤1⸥ SEP ■ To tap out simple repeated rhythms. ⸤1⸥ SEP ■ To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. ■ To find the pulse. **Singing** ■ To sing a few familiar songs. ■ Use the voice in different ways. ■ Explore singing high and low	**Listen and Appraise** ■ Listen and respond to different styles of music. **Musical Activities** ■ To add movement to songs. ■ To add actions to songs. ■ To tap out simple repeated rhythms to find the pulse. ■ To move in time with the pulse. **Singing** ■ To sing a few familiar songs. ■ To add actions to songs. ■ Sing nursery rhythms and action songs. ■ Copy back singing with words. ■ Copy back singing with 'la'. ■ Listen and sing along with the words. ■ Build up repertoire of songs. **Improvise**	**Listen and Appraise** ■ Listen and respond to different styles of music. **Musical Activities** ■ To add movement to songs. ■ To add actions to songs. ■ To find the pulse. ■ To move in time with the pulse. ■ To clap a rhythm back to the class. **Singing** ■ To sing a few familiar songs. ■ Learn to sing nursery rhymes and action songs. ■ Copy back singing with words. ■ Copy back singing with 'la'. ■ Internalise a song and learn about the dimensions of music. ■ Use good singing posture.	**Listen and Appraise** ■ Listen and respond to different styles of music. **Musical Activities** ■ To add movement to songs. ■ To add actions to songs. ■ To find the pulse. ■ To move in time with the pulse. **Singing** ■ To sing a few familiar songs. ■ Know about the structure of a nursery rhyme e.g. chorus verse. ■ Learn to sing nursery rhymes and action songs. ■ Sing a song with or without the words. ■ Internalise a song and learn about the dimensions of music.	**Listen and Appraise** ■ Listen and respond to different styles of music. ■ Start identifying different instruments. **Musical Activities** ■ To add movement to songs. ■ To add actions to songs. ■ To find the pulse. ■ To move in time with the pulse. ■ To know rhythm and pulse are different. **Singing** ■ Know about the structure of a nursery rhyme e.g. chorus verse. ■ Learn to sing nursery rhymes and action songs. ■ Sing a song with

notes ▪ Copy back singing with words ▪ Copy back singing with 'la' **Performance** ▪ To develop a preference for forms of expression.	notes. ▪ Copy back singing with words. ▪ Copy back singing with 'la'. ▪ Copy back singing with words. ▪ Copy back singing with 'la'. **Playing Instruments** ▪ To play in time with the music. ▪ Hold the instrument with care and in correct position. **Improvise** ▪ To make sounds using voices. ▪ To make different sounds using instruments. **Composition** ▪ Create a sequence of sounds. **Performance** ▪ To develop a preference for forms of expression.	▪ Improvising leading to playing classroom instruments. ▪ To make different sounds using instruments. **Performance** ▪ Share and perform the learning that has taken place.	▪ Open mouths to project words clearly. **Playing Instruments** ▪ Explore using instruments to create music alongside a song. ▪ Use instruments to play in time with the song (one note). ▪ Playing instruments with care. ▪ Holding beaters correctly. **Performance** ▪ Share and perform the learning that has taken place.	▪ Use good singing posture. ▪ Open mouths to project words clearly. **Playing Instruments** ▪ Create own sounds on instruments. ▪ Holding instruments with care. ▪ Learning names of instruments. ▪ Playing in time with a pulse. ▪ Play back a rhythm on instruments. **Improvise** ▪ To make sounds using voices. ▪ To make different sounds using instruments. ▪ Create own rhythms. **Performance** ▪ Share and perform the learning that has taken place.	or without the words. ▪ Internalise a song and learn about the dimensions of music. ▪ Use good singing posture. ▪ Open mouths to project words. **Playing Instruments** ▪ Create own sounds on instruments. ▪ Holding instruments with care. ▪ Learning names of instruments. ▪ Playing in time with a pulse. ▪ Play back a rhythm on instruments. **Improvise** ▪ Create own rhythms. **Composition** ▪ Use the computer to make up rhythms. ▪ Use the computer

						program to create a repeated pattern using 2 notes. **Performance** ▪ Share and perform the learning that has taken place. ▪ Record performances and reflect on what went well.
Year 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion** *Hey you! By Joanna Mangona:* Old School Hip-Hop Listen and Appraise: ▪ *Hey you! By Joanna Mangona* ▪ *Me, Myself And I by De La Soul* ▪ *Fresh Prince Of Bel Air by Will Smith* ▪ *Rapper's Delight By The Sugarhill Gang* ▪ *U Can't Touch This by MC Hammer*	**Natural elements** *Rhythm in the way that we walk:* Reggae Listen and Appraise: ▪ *The Planets, Mars by Gustav Holst* ▪ *Tubular Bells by Mike Oldfield* ▪ *The Banana Rap by Jane Sebba* ▪ *Happy by Pharrell Williams* ▪ *When I'm 64 By The Beatles*	**Civilisation** *In the Groove* Blues, Baroque, Latin, Bhangra, Folk, Funk Listen and Appraise: ▪ *How Blue Can You Get by B.B. King* ▪ *Let The Bright Seraphim by Handel* ▪ *Livin'La Vida Loca by Ricky Martin* ▪ *Jai Ho by J.R. Rahman* ▪ *Lord Of The Dance by Ronan Hardiman* ▪ *Diggin' On James Brown by Tower Of Power*	**Environmental** *Round and Round:* Bossa Nova Listen and Appraise: ▪ Round And Round (Bossa Nova) by Joanna Mangona ▪ Livin'La Vida Loca (latin/Pop) by Ricky Martin ▪ March Of The Empire (Film music) by John Williams ▪ It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Buble ▪ Why Don't You (Big	**Discoveries** *Boom Wackers* Listen and Appraise: ▪ *Boomwhackers song* ▪ *Hello song* ▪ *Lets work it out* ▪ *The dragon song* ▪ Hands, feet and heart ▪ Round and round ▪ Hey friends	**Culture** *Reflect, Rewind and reply:* Classical Listen and Appraise: ▪ *A Song Before Sunrise by Delius – 20th Century* ▪ *The Fresh Prince Of Bel Air by Will Smith* ▪ *The Firebird by Stravinsky – 20th Century* ▪ *When I'm 64 by The Beatles* ▪ *The Bird by Prokofiev – 20th Century*

	▪ *It's Like That by Run DMC*			Band Dance) by Gamophonedzie ▪ *Oye Como Va (Latin/Jazz) by Santana*		▪ *Hai Ho by A.R. Rahmen* ▪ *Grand March from Aida by Verdi – Classical* ▪ *Oye Como Va by Santana* ▪ *Bolero by Ravel – 20th Century* ▪ *Pure Imagination from the film Charlie And The Chocolate Factory* ▪ *The Lamb by John Tavener – Contemporary* ▪ *Rainbow connection sung by Kermit The Frog*
Knowledge	**Listen and Appraise** ▪ Do you like the song? ▪ What can you hear? ▪ How many singers are singing? ▪ Which instruments play a solo? ▪ How many instruments can you hear?	**Listen and Appraise** ▪ Do you like this song? ▪ How many singers? Are they male or female singers? ▪ How many instruments can you hear? ▪ Which ones? ▪ Which instruments play the solo?	**Listen and Appraise** ▪ Do you like the song? ▪ What can you hear? ▪ How many singers? ▪ Are they male or female? ▪ How many instruments can you hear? ▪ What instruments can you hear? ▪ Which instrument is the lead? ▪ Is there a hook?	**Listen and Appraise** ▪ Do you like this song? ▪ How many singers can you hear? Are they male or female? ▪ Which backing instruments can you hear? ▪ Which instruments play the solo? ▪ Is there a hook? ▪ Is the texture thick	**Listen and Appraise** ▪ Do you like the music? ▪ How does it make you feel inside? ▪ How can you move your body to the music? ▪ Do you think the music is fast or slow or in between? **Musical Activities** ▪ Can you feel and	**Listen and Appraise** ▪ What can you hear? ▪ How does the music make you feel? ▪ How old do you think this music is? ▪ Does the music tell a story? ▪ Do you like the music? ▪ Do you know

▪ Is there a hook? ▪ What is the style of this music? ▪ How is this song put together? ▪ What are the style indicators of old school hip-hop? ▪ How is this song put together? ▪ What is the structure/form/ shape of the song? ▪ What is the texture? Is it thick or thin? ▪ Is the temp fast or slow? ▪ What are the differences between the songs? ▪ To know what songs are about. **Musical Activities** ▪ Can you feel the pulse? ▪ What is rhythm? ▪ How does rhythm and	▪ Is the tempo fast, slow or in between? ▪ Is the music loud or quiet or in between? ▪ Is it the same throughout or does it vary? ▪ What is the style of this music? ▪ Can you find other examples of this style of music? ▪ What is the shape/structure/ form of the song? **Musical Activities** ▪ Can you feel and tap the pulse? ▪ Can you copy the rhythm? ▪ To know some of the sounds that instruments have. **Singing** ▪ Can you copy the pitch? ▪ Can you remember the words? ▪ Can you move in time with the music and	▪ Is the texture thick or thin or in between? ▪ Are they many layers of sound? ▪ Does the tempo change or stay the same? ▪ Is the tempo fast or slow or in between? ▪ Is the music loud or quiet or in-between? ▪ Does the volume change depending on how many instruments are playing? ▪ What are the style indicators of Baroque music? ▪ What are the style indicators of Latin music? ▪ How do I know this is Latin music? ▪ What are the style indicators of Bhangra? ▪ What language are the singers singing? ▪ What are the indicators of folk music? ▪ What are the style indicators of funk music?	or thin or in-between? ▪ Does the texture change in the music? ▪ How? ▪ What are the dynamics? ▪ Do they change in the music or stay the same? How do they change? ▪ What style of music is this? ▪ How is the music put together? ▪ What is shape/form/struct ure? **Musical Activities** ▪ Can you follow the pulse? ▪ Can you pick out the different rhythm in the different styles of music? ▪ To know some of the sounds that instruments have. **Singing** ▪ Can you use your voice to copy back a phrase?	follow the pulse of the music? ▪ Can you move in different ways to the different styles of music? **Singing** ▪ To imitate changes in pitch when singing and changes voice to suit. **Playing Instruments** ▪ Using voices and instruments, can you listen and sing back, then listen and play your own answer using two notes, with D moving to E? **Improvise** ▪ Can you listen and clap back, then listen and clap your own answer? ▪ Can you take it in turns to improvise using D or D and E? ▪ Can you listen back to your performance and reflect on what went well and	some history of music? ▪ Can you look back at the music that we have learnt over the year and reflect? ▪ What language do you know of music? E.g. what does pulse mean? ▪ What is a rhythm? ▪ What is pitch? ▪ What is improvisation? ▪ What is harmony? ▪ What is a melody? ▪ Do you know the names of the instruments? ▪ Which instruments can be heard in this musical extract? **Musical Activities** ▪ Can you feel and follow the pulse of the music and move to the pulse?

pitch work together? • Can you clap back this rhythm? • To know some of the sounds that instruments have. • To know that music has a steady pulse. **Singing** • Can you use your voice to copy a phrase? • Can you use your voice in different ways? • Can you rap? • To know songs of by heart. • To sing from memory. • To sing in unison. **Playing Instruments** • Can you copy the phrase using instruments? • Can you use 2 notes to repeat a phrase and	singing? • Can you say the words in time with the music? • Can you say the words with rhythm? • Can you pick out the rhythm in the words? **Improvise** • Can you make up your own response with clapping? • Can you clap along with the words of a song? • Can you pick out the rhythm of the words? • To know that improvisation is tunes made up on the spot. • To make up a tune that no one has heard before. **Performance** • Can you perform the song with instrumental accompaniment?	**Musical Activities** • Can you feel and follow the pulse of the music? • To know some of the sounds that instruments have. • Can you move in different ways to the different styles of music? • To know that music has a steady pulse. **Singing** • Can you learn the words to the song? • Can you copy back phrases using 'la'? • Can you warm up your voice? • Can you sing the song? **Playing Instruments** • Using voices and instruments, can you listen and sing back, then listen and play your own answer using two notes, with C moving to D? • Can you play your instruments with the song? • To learn he name of the instrument that	• Can you warm up our voice? • Can you use your voice to listen and answer a phrase using 2 notes? **Playing Instruments** • Using voices and instruments, can you listen and sing back, then listen and play your own answer using two notes, with D moving to E? **Improvise** • Can you listen and clap back, then listen and clap your own answer (rhythms of words)? • Can you take it in turns to improvise using D or D and E? **Composition** • Can you compose a section to go in the song? • Understand composing is like writing a story with music. • To understand that everyone can	what could be improved and how? (Rhythms of words). **Composition** • Can you give ideas for a class composition? • Can you compose for instruments? • Can you compose using a mix of rhythms? • Can you audio save our composition? Can you practice your composition and play it back? • Can you record your composition? • Or in notation? • To understand everyone can compose. • To understanding that composing is like writing a story with music. **Performance** • Can you perform using instruments?	• Can you use body percussion to clap the beat and rhythm? **Singing** • Can you perform songs that you have learnt throughout the year? • Can you warm up your voice? **Playing Instruments** • Can you use instruments for your compositions? • To know the name of the instruments that you are playing. • To know the notes that you are playing. **Composition** • Can you use 'on screen composer' resource to compose a short piece of music? • Can you select a backing track? • Can you select

	play back own answer? ■ Learn the names of the instruments that they are playing. **Improvise** ■ Can you make up your own response with clapping? ■ Can you clap along with the words of a song? ■ Using 2 notes C and D can you improvise a melody? ■ Can you take it turns to improvise? **Composition** ■ Can you compose together as a class? ■ Can you use technology to compose a tune to loop? (.wav) **Performance** ■ Can you record your		they are playing. ■ To know some of the notes that they are playing. **Improvise** ■ Can you listen and clap back, then listen and clap your own answer? (Rhythms of words) ■ Can you take it in turns to improvise using C or C and D? **Composition** ■ Can you compose using the whiteboard and grid to drag and drop notes? ■ Can you use instruments to play back your composition? ■ Can you use a mixture of instruments in a group to compose in a group? ■ Can you record your composition? ■ Can you navigate through your recorded composition to explore the tempo, pause and playback,	compose. **Performance** ■ Can you perform the song? ■ Can you perform the song with instruments accompanying the vocals? ■ Can you perform the song with an improvisation section within the song? ■ Can you sing the song and perform compositions?	■ Can you perform the song with composition within?	instruments? ■ Can you create an 8 bar rhythm? ■ Can you use a rhythm grid to notate your rhythm? ■ Can you choose a time signature? ■ Can you use symbols to notate? ■ Can you shuffle your rhythms to create new patterns? ■ Can you turn your grid? **Performance** ■ Can you perform songs that you have learnt through the year? ■ To understand that a performance is sharing music with other people, called an audience.

	composition? ▪ Can you add movement to your performance? ▪ Can you sing the whole song? ▪ Can you perform and share the song? ▪ Can you add dynamics to create interest to audience?		loop and volume? **Performance** ▪ Can you play back your composition? ▪ Can you perform the song using the structure? ▪ Can you sing and play with instrumental parts?			
Skill Progression	**Listen and Appraise** ▪ Pupils start to express in words how different music makes them feel. **Musical Activities** ▪ To start to learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ▪ Pupil begin to identify and recall repeated patterns and	**Listen and Appraise** ▪ To start to express in words how different music makes them feel. **Musical Activities** ▪ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. **Singing** ▪ Learn about voices, singing notes of different pitches (high and low).	**Listen and Appraise** ▪ To listen and review their own learning and can suggest ways to improve their music e.g. play faster and louder. **Musical Activities** ▪ To identify and recall repeated patterns and start to follow basic musical instructions. **Singing** ▪ Start to learn that they can make different types of sounds with their voices. ▪ To start to learn to	**Listen and Appraise** ▪ To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. ▪ Use musical vocab to discuss songs ▪ Find the pulse of a song/piece and move in time with it. ▪ Move to the pulse. **Musical Activities** ▪ Learn to start and stop singing when following a leader. **Singing**	**Listen and Appraise** ▪ To listen and review their own learning and can suggest ways to improve their music e.g. play faster and louder. **Musical Activities** ▪ To listen and clap back a rhythm. ▪ To create rhythms for others to play. **Singing** ▪ To learn about voices, singing notes of different pitches (high and low). ▪ Learn to start and	**Listen and Appraise** ▪ To think about and make simple suggestions about what could make their own work better. E.g.: play faster or louder. **Musical Activities** ▪ Pupil can listen with focus and recall sounds with increasing aural memory. **Singing** ▪ Learn that they can make different types of sounds with their

	start to follow basic musical instructions. ▪ Can you listen and clap back then listen and clap your own answer? **Singing** ▪ To start to 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. ▪ To use voices to sing back an answer. ▪ To move between 2 notes: C moving to D. **Playing Instruments** ▪ To start to learn to play an instrumental part that	▪ Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. **Playing Instruments** ▪ Learn to play an instrumental part that matches their musical challenge. ▪ Listen to and follow musical instructions from a leader. **Improvise** ▪ Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. **Composition** ▪ Pupils start to explore a combination of	start and stop singing when following a leader. **Playing Instruments** ▪ Treat instruments carefully and with respect. ▪ To start to play a tuned instrumental part with the song they perform. **Improvise** ▪ Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. **Composition** ▪ Pupils create short musical patterns ▪ Pupils explore creating a different mixture of sounds (Long and short, loud and quiet, high and low). **Performance** ▪ To think about others when performing.	▪To learn that they can make different types of sounds with their voices. ▪Sing the song and play instrumental parts within the song. ▪Sing the song and improvise using voices and/or instruments within the song. ▪Sing the song and perform compositions within the song. **Playing Instruments** ▪Treat instruments carefully and with respect. **Improvise** ▪Listen and clap back, then listen and clap your own answer (rhythms of words). ▪Use voices and instruments, listen and sing back, then listen and play your own answer. ▪Take it in turns to improvise using one or two notes. **Composition**	stop singing when following a leader. **Playing Instruments** ● 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. **Improvise** ▪ Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Use voices and instruments, ▪ Listen and sing back, then listen and play your own answer using suggested notes. ▪ Take it in turns to improvise using two or more notes. **Composition**	voices – you can rap or say words in rhythm. ▪ Learn to start and stop singing when following a leader and to take it in turns to lead. ▪ Use voices in different ways such as speaking, singing and chanting. **Playing Instruments** ▪ 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. **Improvise** ▪ Confidently Listen and clap back, then listen

matches their musical challenge. ▪ To start to choose instruments to play and perform rhythmical patterns. ▪ To start to listen to and follow musical instructions from a leader. **Improvise** ▪ To take it in turns to improvise. ▪ Listen and clap back simple phrases and rhythms. ▪ Listen and clap an answer (rhythms of words). ▪ To start to take it in turns to improvise using one or two notes. **Composition** ▪ To create short musical	musical sounds. ▪ Pupil with support can combine musical elements to create different moods and effects. **Performance** ▪ Pupil start thinking and listening to others when performing.	▪ To perform simple rhythmical patterns, beginning to show an awareness of pulse.	▪ To explore creating a different mixture of sounds (Long and short, loud and quiet, high and low). **Performance** ▪ To play a tuned instrumental part with the song they perform. ▪ Record the performance ▪Choose a song they have learnt from the Scheme and perform it. ▪They can add their ideas to the performance.	▪ To use a mixture of sounds to create a sequence of sounds. ▪ To compose using different instruments. ▪ To compose a simple tune with support of class. ▪ Compose using computer .programme ▪ Navigate the computer programme to operate volume, rewind, loop and pause. **Performance** ▪ To think about others when performing. ▪ To perform composition during break section on the song.	and clap your own answer (rhythms of words). ▪ Use voices and a range of instruments, listen and sing back, then listen and play your own answer. ▪ Take it in turns to improvise using one or two notes. **Composition** ▪ Help to create a simple melody using one, two or three notes. ▪ Learn how the notes of the composition can be written down and changed if necessary. ▪ To recognise and explore how sounds can be organized. ▪ To identify and organise sounds using simple criteria e.g. loud, soft, high low.

	patterns. ▪ To start to explore a combination of musical sounds. ▪ With support, begin to use shapes and symbols to represent sound. **Performance** ▪ Pupil start thinking and listening to others when performing. ▪ Pupils sing the whole song through. ▪ Pupils are aware of the structure of the song. ▪ Sing the song and play instrumental parts along within the song. ▪ Pupils sing the song and improvise using voices and/or instruments within the song.				▪ To combine musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used to create different moods and effects. **Performance** ▪ Choose a song they have learnt from the Scheme and perform it. ▪ To an add their ideas to the performance. ▪ Record the performance and say how they were feeling about it.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	**Rebellion and Invasion** *Hands hearts and feet* South African music Listen and Appraise: *Hands, Feet, Heart by Joanna Mangona* *The Click Song sung by Miriam Makeba* *The Lion Sleeps Tonight sung by Soweto Gospel Choir* *Bring Him Back by Hugh Makeskela* *You Can Call Me Al by Paul Simon* *Hiokoloza by Arthur Mofokate*	**Natural elements** *Ho Ho Ho* Listen and Appraise: *Ho Ho Ho by Joanna Managona* *Blame it on the Boogie by The Jackson 5* *Bring Him Back Home (Nelson Mandela) by Hugh Masekela* *Suspicious Minds by Elvis Presley* *Sir Duke by Stevie Wonder* *Fly Me to the Moon by Frank Sinatra*	**Civilisation** *I wanna play in a band* *Boomwhackers* Listen and Appraise: Lets work this out together. *Lets work this out together* *The dragon song* *Find the beat* *Hands and feet* *Round and Round* *Hey friends*	**Environmental** *Zoo Time* Listen and Appraise: *Zootime bu Joanna Mangona* *Kingston Town by UB40* *Shine by ASWAD* *I.G.Y by Donald Fagen* *Feel Like Jumping by Marcia Griffiths* *I Can See Clearly Now by Jimmy Cliff*	**Discoveries** *Friendship song* Listen and Appraise: *Friendship Song by Joanna Mangona and Pete Readman* *Count On Me by Bruno Mars* *We Go Together (From Grease Soundtrack)* *You Give A Little Love from Bugsy Malone* *That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John* *You've Got A Friend In Me by Randy Newman*	**Culture** *Reflect, Rewind and Replay* <mark>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</mark> Listen and Appraise: *Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic* *Bring Him Back Home (Nelson Mandela) by Hugh Masekela* *Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque* *Fly Me To The Moon sung by Frank Sinatra* *From the Diary*

						Of A Fly by Bela Bartok – 20th Century ▪ *Fantasia on Greensleves by Vaughn Williams – 20th Century* ▪ *Feel Like Jumping by Marcia Griffiths* ▪ *Dance Of The Sugar Plum Fairy by Tchaikovsky – Romantic* ▪ *You've Got A Friend In Me by Randy Newman* ▪ *The Robots)Die Roboter) by Kraftwerk* ▪ *Count On Me by Bruno Mars*
Knowledge	**Listen and Appraise** ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ How is the music put together? ▪ How many	**Listen and Appraise** ▪ What is the style of the music? ▪ How is the music put together? ▪ Which instruments play the solo? ▪ Is the tempo fast or slow or in between? ▪ What is the	**Listen and Appraise** ▪ Can you keep a steady beat? ▪ Can you feel the pulse and move with the pulse? ▪ Can you describe your emotions throughout the music? ▪ Can you spot when it is played fast or	**Listen and Appraise** ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ Hos is the music put together? ▪ How many instruments can you hear?	**Listen and Appraise** ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ How does the song make you feel? ▪ Does the song tell a story?	**Listen and Appraise** ▪ How does this music make you feel? ▪ How old is this music? ▪ Does the music remind you of something? ▪ Do you like the song? ▪ Which

singers can you hear? ▪ Are they male or female? ▪ Which instrument plays the solo? ▪ Is there a hook? ▪ Is the texture think or thin or in between? ▪ Are there many layers of sound or just one or two? ▪ Is it the same throughout or does it vary? ▪ Which instruments/voices play/sing in which section? ▪ What are they style indicators of South African music? ▪ What are they style indicators of this song? ▪ How is the song put together? **Musical Activities** ▪ Can you find the pulse? ▪ Can you listen	structure or form of the music? ▪ How is the song put together? ▪ Are there many voices singing or just one or two? ▪ Is the volume consistent all the way through? **Musical Activities** ▪ Can you find and move to the pulse? ▪ Can you listen to the rhythm and clap it back? ▪ Can you create rhythms for others to copy? **Singing** ▪ Can you sing back a phrase? ▪ Can you answer a phrase using your voice? ▪ To know five and sing five songs from memory. **Playing Instruments** ▪ Can you play back a phrase on instruments? ▪ Can you answer a phrase using	slow? ▪ Can you recognize some of the dynamics? ▪ Can you pot the changes in tempo? ▪ ▪ ▪ ▪ . **Musical Activities** ▪ Can you rehearse and then perform sections of the music accuracy? ▪ Can you use the instruments respectfully and treat them with care? ▪ Ca you perform as a group or solo passages of music, keeping in time with a steady brat? ▪ Can you recall sequences to build up ideas given around notes to a steady pulse? ▪ **Singing** ▪ Can you add actions to a song where appropriate? ▪ Can you perform a song by memory?	▪ Which instruments can you hear? ▪ Which instruments play the solo? ▪ Are there many layers of sound or just one or two? ▪ What are the words of the hook? ▪ What is the style indicator of rock music? ▪ How do you know this s rock music? ▪ Is there a backbeat? ▪ Are there any solos or breaks? ▪ How many verses and choruses are there in the song? ▪ To know that songs have a musical style. **Musical Activities** ▪ Can you confidently find and move to the pulse? ▪ Can you listen to the rhythm and clap it back? ▪ Can you create rhythms for others	▪ What does the song make you think of? ▪ How old do you think the song is? ▪ How is the music put together? ▪ Is the music fast or slow? ▪ Did the tempo stay the same throughout the music or did it change? ▪ Did you hear the different voices and instruments in this music? What were they? ▪ Did all the voices and instruments play throughout the song? ▪ What style of music is this? How is it put together? ▪ Did you hear a short pattern or melody that comes back over and over again? ▪ Is there a catchy section in this music? ▪ a solo?	instruments can you hear? ▪ To know five songs by heart ▪ To know songs have a chorus or a response/answer part ▪ To know that songs have a musical style **Musical Activities** ▪ Can you find and move to the pulse? ▪ Can you listen to the rhythm and clap it back? ▪ Can you create more complicated rhythms for others to copy? ▪ To know that music has a steady pulse, like a heartbeat ▪ To know that we can create rhythms from words, our names, favorite food, colours and animals

to the rhythm and clap it back? ▪ Can you find the rhythm in words with one and two syllables whilst marching the steady beat? **Singing** ▪ Can you sing back part or a whole phrase? ▪ To know to warm up voices. ▪ To know that unison is everyone singing at the same time. **Playing Instruments** ▪ Can you play back a short phrase on instruments? ▪ Know the names of unturned percussion instruments played in class. **Improvise** ▪ Can you listen and clap back,	instruments? ▪ Can you play your instruments using the score? ▪ Know the names of notes. **Improvise** ▪ Can you listen and clap back, then listen and clap your own answer? (Rhythms of words) ▪ Can you take it in turns to improvise a couple of bars? **Performance** ● Can you sing the sing and play instrumental parts within the song? ● Can you sing the song?	▪ Can you listen and sing back a response? **Playing Instruments** ● Can you follow the notation? ● Can you play in time with the music? ● Can you rehearse on your instruments ready for a performance? **Improvise** ▪ Can you clap back a response to a rhythm? Using voices and instruments; ▪ Can you play a two-note response moving between two notes? **Composition** ● Can you use instruments to compose a simple tune with the support of the class? ● Can you work in groups to compose a simple melody? ● Can you use the computer to compose? ● Can you play it back?	to copy? **Singing** ▪ Can you sing back a phrase? ▪ Can you answer a phrase using your voice? ▪ Can you take note of where to take a breath to make the musical phrases flow? ▪ To know why we need to warm up our voices. **Playing Instruments** ▪ Can you play the glockenspiel part? ▪ Can you hold instruments with care? ▪ Can you follow the musical notation? ▪ Can you play in time with the music? ▪ Can you play the recorder? ▪ Can you copy and play back a musical phrase using 2 notes C and D? **Improvise** ▪ Can you listen and clap back, then	▪ What are the style indicators of reggae? ▪ Do the lyrics tell a story or have a message? **Musical Activities** ▪ Can you confidently find and move to the pulse? ▪ Can you listen to the rhythm and clap longer phrases back? ▪ Can you create longer phrase rhythms for others to copy? **Singing** ▪ Can you add movement to the song? ▪ Can you sing the words pronouncing the words clearly? ▪ Can you sing the coda section? ▪ Can you sing both parts? **Playing Instruments** ▪ Can you use your voices and instruments to	**Singing** ▪ Can you sing back a phrase? ▪ Can you answer a phrase using your voice? ▪ To confidently know and sing five songs from memory. ▪ To know why we need to warm up our voices. **Playing Instruments** ▪ Can you hold instruments with care? ▪ Can you follow the musical notation? ▪ Can you play in time with the music? ▪ Can you play adding dynamics? ▪ Can you rejoin in if you get lost? ▪ Know the names of the unturned percussion instruments. **Improvise** ▪ Can you listen and clap back to

then listen and clap your own answer? (Rhythms of words) ▪ Can you play back a phrase using C and D moving between the two notes? **Composition** ▪ Can you compose a tune using the computer program? ▪ Can you work in a group to compose a tune? ▪ Can you save your composition? ▪ Can you navigate the selection to change the volume, loop, rewind and play? **Performance** ▪ Can you perform the song in the		● Can you use the computer program to change the **Performance** ● Can you play your composition in the break section of the song? ● Can you rehearse the song with the backing? ● Can you add dynamics to the performance? ● Can you remember the order of the song? ● Can you add instruments to the song?	listen and clap your own answer? (Rhythms of words). ▪ Can you take it in turns to improvise using notes of the song? ▪ Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D? ▪ Using voices and instruments; can you listen and sing back a response? ▪ Can you sing back a phrase? ▪ Can you play back a phrase on instruments? ▪ Can you answer a phrase using your voice? ▪ Can you answer a phrase using instruments? **Composition** ▪ Can you work together to compose a piece	listen and sing back, then listen and play your own answer using two notes, with G moving to E? ▪ Can you play the glockenspiel part using E, G, A and B? **Improvise** ▪ Can you listen and clap back, then listen and clap your own answer? (Rhythms of words). ▪ Can you use your voices and instruments to listen and sing back, then listen and play your own answer using two notes, with C moving to D? ▪ Can you take it in turns to improvise? **Composition** ▪ Can you compose a short tune and learn how to play it? ▪ Can you use the	a phrase, then listen and clap your own answer? (Rhythms of words). ▪ Can you use your voices and instruments to listen and sing back, then listen and play your own answer using two or more notes, with C moving to D and others? ▪ Can you take it in turns to improvise using C or C and D and other notes whilst keeping in time? **Composition** ▪ Can you use 'on screen composer' resource to compose a short piece of music? ▪ Can you select an appropriate note to begin your

	correct order? ■ Can you reflect on your performance? ■ Can you perform the song with your compositions? ■ Can you perform the song with instruments?			independent of the teacher? ■ Can you use the computer composer to support notation, dragging and dropping notes to compose a piece? ■ Can you save your composition? ■ Can you use the controls to change the volume, play, and loop, rewind the piece? ■ Can you perform your composition? **Performance** ■ Can you perform the song with your composition in the music? ■ Can you perform the whole song? ■ Can you reflect on your performance?	computer program to drag and drop notes onto a grid/score to record your composition? ■ Can you save your composition? ■ Can you navigate the controls to change the volume, play it back, pause, and rewind, and loop it? **Performance** ■ Can you perform your composition? ■ Can you play/sing the song? ■ Can you add movement to your song?	composition? ■ Can you create an 8 bar block composition? ■ Can you play your 8 bar composition using instruments? ■ Can you use classroom instruments? ■ Rhythm Grid work ■ Can you choose a time signature? ■ Can you use symbols or notation? ■ Can you clap the rhythms? ■ Can you shuffle your rhythms? ■ Can you turn your grid? ■ Can you work together as a class or in groups? **Performance** ■ Can you perform your piece of music? ■ Can you rehearse ready for a

						▪ performance? ▪ Can you record your performance? ▪ Can you reflect on how the performance went? ▪ Can you play instrument within the song?
Skills Progression	**Listen and Appraise** ▪ To learn how songs can tell a story or describe an idea. ▪ To begin to learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. **Musical Activities** ▪ To find the pulse. ▪ To copy a rhythm back. ▪ To keep a	**Listen and Appraise** ▪ To learn how songs can tell a story or describe an idea. ▪ To enjoy moving to music by using different actions to feel the pulse and rhythm. **Musical Activities** ▪ To find the pulse. ▪ To keep a steady pulse. ▪ Listen and sing/play/clap back. ▪ To know that music has a steady pulse, like a heartbeat.	**Listen and Appraise** ▪ Use increasing musical language when answering questions. ▪ Identify instruments playing. ▪ Identify if singers are male or female. ▪ Identify how many singers there are singing. ▪ 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. ▪ Learn to identify the	**Listen and Appraise** ▪ To enjoy moving to music by dancing, marching, being animals or pop stars. ▪ To learn how songs can tell a story or describe an idea. **Musical Activities** ▪ To find and demonstrate the pulse. ▪ To know the difference between pulse and rhythm. ▪ To know how pulse, rhythm and pitch work together.	**Listen and Appraise** ▪ To begin to be confident moving to music by dancing, marching, being animals or pop stars. ▪ To learn how songs can tell a story or describe an idea. **Musical Activities** ▪ To find the pulse. ▪ To keep in time with the music. ▪ Listen to rhythm and copy it back. ▪ Listen and sing/play back. ▪ Listen back and	**Listen and Appraise** ▪ To begin o be confident moving to music by dancing, marching, being animals or pop stars. ▪ To say how songs can tell a story or describe an idea. **Musical Activities** ▪ To find and demonstrate the pulse. ▪ To know the difference between pulse and rhythm. ▪ To know how pulse, rhythm

Column 1:

steady beat.
- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favorite food, colours and animals.

Singing
- To listen and sing back, and some different vocal warm-ups.
- To use voices to copy back using 'la'.
- Learn about voices singing notes of different pitches (high and low).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.

Playing Instruments

Column 2:

- To know that we can create rhythms from words, our names, favorite food, colours and animals.

Singing
- To listen and sing back, and some different vocal warm-ups building up musical memory and pitch control.
- Use voices to copy back using 'la' and other words or sounds.
- Learn about voices singing notes of different pitches and timbre (high and low).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.

Playing Instruments
- Learn to play a tuned

Column 3:

different sections of a song.

Musical Activities
- To find the pulse.
- To keep in time with the music.
- Listen to rhythm and copy it back.
- Listen and sing/play back
- Listen back and sing warming up voice

Singing
- 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 sing the song.

Playing Instruments
- Treat instruments carefully and with respect.
- Start to learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note,

Column 4:

- Know every piece of music has a steady beat.

Singing
- 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

Playing Instruments
- Treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.

Improvise
- Listen and clap back, then listen and clap your own

Column 5:

sing warming up voice.

Singing
- 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).

Playing Instruments
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Listen to and follow musical instructions from a leader.

Improvise
- Listen and clap back, then listen and clap your own answer (rhythms of words).

Column 6:

and pitch work together.
- Know every piece of music has a steady beat.

Singing
- Learn about voices singing notes of different pitches (high and low) and have more control over voices. To explore making different types of sounds with their voices.

Playing Instruments
- Listen to and follow musical instructions from a leader and take turns in being the leader.

Improvise
- Listen and clap back, own answer (rhythms of words).
- Use voices and instruments, listen and sing back, then listen

▪ To treat instruments carefully and with respect. ▪ Learn to play a tuned instrumental part that matches their musical challenge ▪ Play the part in time with the steady pulse. **Improvise** ▪ Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. ▪ Take it in turns to improvise using one or two notes. <u>**Composition**</u>	instrumental part that matches their musical challenge ▪ Play the part in time with the steady pulse. **Improvise** ▪ Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Use voices and tuned and unturned instruments, listen and sing back, then listen and play own answer using a variety number of notes. ▪ Take it in turns to improvise using one or two notes. <u>**Performance**</u> ▪ Sing clearly so that the words are clear. ▪ To perform the song with intended structure.	simple or medium part). ▪ Play the part in time with the steady pulse. **Improvise** ▪ Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ▪ Take it in turns to improvise using one or two notes. **Composition** ▪ Create a tune as a class using the computer. ▪ Create a simple composition with a group. ▪ Read the class composition and play it back. ▪ Change the volume of the composition. **Performance** ▪ Record the performance and say how they were	answer with increasing accuracy (rhythms of words). ▪ Use voices and a range of instruments, listen and sing back, then listen and play your own answer using a variety of notes. ▪ Take it in turns to improvise using a variety of notes. **Performance** ▪ Record the performance and say how they were feeling about it and what improvements can be made.	▪ Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ▪ Take it in turns to improvise using one or two notes. **Composition** ▪ Create three simple melodies with the Units using one, three or five different notes. ▪ Learn how the notes of the composition can be written down and changed if necessary. ▪ They can add their ideas to the performance. **Performance** ▪ Record the performance and say how they were feeling about it.	and play your own answer using a variety of notes. ▪ Take it in turns to improvise. ▪ Create a range of simple melodies with the Units using one, three or five or more different notes. **Composition** ● Learn how basic musical notation and changed if necessary **Performance** ▪ Record the performance and say how they were feeling about it and how it can be improved using musical language.

	▪ To create simple compositions using 3 notes.	▪ Sing the song with instruments accompanying the song. ▪ Play instrumental parts along with the song.	feeling about it. ▪ To remember the structure of the song			
Meta Cognition						
Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion** **Fiddle time for Violin** Listen and Appraise: ▪ Feel the beat ▪ Flying around ▪ The drunken sailor ▪ Copycat blues ▪ Under arrest! ▪ Down up ▪ Raindrops ▪ Swing Band ▪ Ana Lou ▪ The	**Natural elements** **Christmas** **Listen and Appraise:** ▪ Hosanna Rock ▪ John Rutter Angles of Carol ▪ Rockin Rudolph Benny Goodman Orchestra, sing, sing, sing We three kings King without a thing Handel Messiah Sussex Carol Christmas of the birds ▪ Shepherd Boy ▪ Snow ▪ Naturecast Fog Snow trees ▪ A visit form St Nicholas ▪ Snowflakes	**Civilisation** **Fiddle time for Violin** Listen and Appraise Songs: ▪ Hello Song ▪ Lets work it out together ▪ The dragon song ▪ Find the beat ▪ Hands, feet, heart ▪ Round and round ▪ Hey friends Pieces to learn ▪ The E string Funk ▪ Spring time Fun ▪ Homecoming ▪ Lofi Vibes ▪ Home is where your heart is ▪ 90s Child ▪ Metal head ▪ The windy way home ▪ E's A Dancer ▪ Hop, skip, jump and	**Environmental** *Three little birds* Listen and Appraise: ▪ *Three Little Birds by Bob Marley* ▪ *Jamming by Bob Marley* ▪ *Small People by Ziggy Marley* ▪ *54 -46 Was My Number by Toots and The Maytals* ▪ *Ram Goat Liver by Pluto Shervington* *Our Day Will Come by Amy Winehouse* ▪	**Discoveries** **Fiddle time Violin** **Pieces to learn on the** violin and cello ▪ Raindrops ▪ Swing Band ▪ Ana Lou ▪ Fast lane ▪ In flight ▪ Lift off ▪ Katie's Waltz ▪ Popcorn Cello ▪ Agent pond saves planet earth ▪ Jingle Jangle ▪ Blues rock saved my life ▪ Dancing Daydream ▪ The flowing river ▪ Human rights dance nights ▪ Baroque rock	**Culture** **Samba course** Listen and Appraise: ▪ Batacuda groove ▪ Comparing Ganza and Chocalho ▪ Comparing Ganza with Bateria ▪ Comparing Timba with Bateria ▪ Brazilian samba music

			▪ land ▪ Deep valleys High Hills ▪ fLAmEnco ▪ The Time traveller ▪ Make that string change ▪ Music rocks you ▪ Ode to peace		▪ Sunshine always defeats zombies ▪ The golden fleece Songs: ▪ Dreaming of mars ▪ Let your spirit fly ▪ Sunshine on a rainy day ▪ Lets go surfin ▪ Hands, feet, Heart	
Knowledge	**Listen and appraise** ▪ Is the tempo slow or fast or in between? ▪ Is the dynamics loud or quiet or in between? ▪ Do the dynamics change in the music ▪ How is this song put together? AABA? **Musical Activities** ▪ Can you find the pulse? ▪ Can you move in time to the pulse? ▪ Does this piece of music have a steady pulse? ▪ Can you feel it in your hands?	**Listen and Appraise.** ▪ Can you name the instruments played? ▪ Can you describe the temp? Rhythm? Dynamics? **Musical Activities** ▪ What is the difference between pulse and rhythm? ▪ Do you know how rhythm and pulse and pitch work together? Playing Instruments ▪ Can you use instruments to support the singing? ▪ Can you sing as part of the class	**Listen and appraise (Reflect)** ▪ Do you like the song? ▪ What can you hear? ▪ What style of music is this? ▪ How is the song put together? ▪ How many singers can you hear? ▪ Are they male or female? ▪ Is the singer's solo or backing accompaniment? ▪ How many instruments? Which ones? ▪ Which instruments play the solo? ▪ Is there a hook? ▪ Is the texture thick, thin or in between? ▪ Are there many layers of sound? ▪ Are there many	**Listen and appraise (Reflect)** ▪ Do you like the song? ▪ What can you hear? ▪ What style of music is this? ▪ How is the song put together? ▪ How many singers can you hear? ▪ Are they male or female? ▪ Is the singer's solo or backing accompaniment? ▪ How many instruments? Which ones? ▪ Which instruments play the solo? ▪ Is there a hook? ▪ Is the texture thick, thin or in	**Listen and appraise (Reflect)** ▪ Does this song tell a story? What is the story? ▪ What can you hear? ▪ What style of music is this? ▪ How does this music make you feel? ▪ Do you like the song? Musical Activities ▪ Can you find the pulse? ▪ Can you clap back the rhythms that you hear? ▪ Can you copy back using instruments? ▪ Can you copy back the riffs that you	**Listen and appraise (Reflect)** ▪ What can you hear? ▪ Can you use the correct vocab to describe what you can hear? ▪ What instruments can you hear? ▪ What is the tempo like? ▪ How does the music make you feel? ▪ How old do you think this music is? ▪ Does the music tell a story? ▪ Do you like the music? **Musical activities** **Singing**

Singing
- Can you sing as part of the class or in a group?
- Can you listen to each other as you sing?
- Can you warm up your voice before singing?
- Can you listen and sing it back?

Playing Instruments
- Can you follow a conductor?
- Can you play and improvise using your instrument?
- Can you listen and play a response on open strings GDAE or CGDA your own answer using open strings?
- Can you hold the violin cello correctly?
- Can you pluck the strings correctly?
- Can you rosin

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or in a group?
- Can you follow a conductor?
- Can you listen to each other as you sing?
- Can you listen and play it back?

Singing
- Can you warm up your voice?
- Can you use your diaphrame to sing?
- Can you use your breath to sing through the phrases
- Can you recognize when you are singing in tune
- Can you remember the lyrics
- Can you add meaning to the lyrics through dynamics, tempo

Performance
- Do you know that performing is sharing music with an audience?
- Do you know and have planned

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singers/instruments playing or just one or two?
- Does the texture stay the same all the way through?
- Is it fast, slow or in between?
- Is the music loud, quiet or in between? Is it the same all the way through?
- What are the style indicators of roots reggae music?
- How are the songs similar?
- How are they different?

Musical Activities
- Can you find and move to the pulse?
- Can you create a movement for the rests in the music?
- Can you call and responds using your open strings?
- Can you call and respond using your bow in different ways?
- Can you call and respond using different dynamics

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between?
- Are there many layers of sound?
- Are there many singers/instruments playing or just one or two?
- Does the texture stay the same all the way through?
- Is it fast, slow or in between?
- Is the music loud, quiet or in between? Is it the same all the way through?
- What are the style indicators of roots reggae music?
- How are the songs similar?
- How are they different?

Musical Activities
- Can you find and move to the pulse?
- Can you identify the Reggie rhythm?

Singing
- Can you sing the song and improvise using instruments or voices within

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hear using instruments?

Singing
- Can you learn the song in sections?
- Can you use your diaphragm to breath and sing longer notes?
- Can you sing in unison?
- Can you pronounce the words correctly?
- Can you sing in time with the music?
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Playing Instrument
- Can you listen and copy back using the bow?
- Can you play on the right string?
- Can you use all of your bow?
- Can you use the correct position for holding the instrument?
- Can you sit or stand correctly?
- Can you use the space safely when using your

Playing Instrument
- Can you listen and copy back rhythms?
- Do you know the names of the different samba drums?
- Can you look after your instrument?
- Can you move around safely whilst playing your instrument?
- Can you use the beater correctly?
- Can you add dynamics?
- Can you follow a score?
- Using your instruments can you play in time?
- Can you listen and play your own answer using off beat rhythms/syncopated?
- Can you play music in time with each other?
- Can you follow a

the bow? ▪ Can you tighten and loosen the bow correctly? ▪ Can you use dynamics in your playing? ▪ Can you follow the notation along with the music? ▪ Can you follow a lead in? ▪ Can you sit or stand correctly in a safe space **Improvise** ▪ Can you listen and clap back a rhythm? ▪ Can you make up your own tunes on the spot? ▪ Can you use two notes confidently to improvise? ▪ Can you use the notes given to improvise a tune? ▪ Can you take it in turns to improvise using	everything that will be performed? ▪ Do you know to speak clearly in so that the audience can understand you? ▪ Can you stand correctly when performing? ▪ Can you breath together when leading into a song? ▪ Can you recognise when you are singing in tune and at pitch? ▪ Can you listen to each other as you sing? ▪ Can you warm up your coice before singing? ▪ Can you Can you name the instruments played? ▪ Can you describe the temp? Rhythm? Dynamics? **Musical Activities**	with your bow? ▪ Can you call and respond using a variety of rhythms? **Singing** ▪ Can you sing the song and improvise using instruments or voices within the song? **Playing Instruments** ▪ Can you use instruments to listen and play your own answer using open strings GDAE or CGDA? ▪ Can you sing the words to the song? ▪ Using your instruments listen and play your own answer using open strings GDAE or CGDA? **Improvise** ▪ Can you make up your own tunes on the spot? ▪ Do you know what improvisation is? ▪ Can you use two notes confidently to improvise?	the song? **Playing Instruments** ▪ Can you use instruments to listen and play your own answer using one note: C and D? ▪ Can you sing the words to the song? ▪ Using your instruments listen and play your own answer using two notes C and D? **Improvise** ▪ Can you make up your own tunes on the spot? ▪ Do you know what improvisation is? ▪ Can you use two notes confidently to improvise? ▪ Can you use the notes given to improvise a tune? ▪ Can you take it in turns to improvise using one note: C? ▪ Can you take it in turns to improvise using two notes C and D? ▪ Can you listen and	instrument? ▪ Can you use dynamics in the music? **Improvise** ▪ Using your instruments can you listen and play your own answer using open stings pizzacato or arco? **Composition** ▪ Can you create a class melody to play over the chorus? **Performance** ▪ Can you sing and pay instrumental parts within the song? ▪ Can you sing the song and perhaps play instruments, improvise or perform your compositions within the song?	leader? ▪ Can you keep a steady beat? ▪ Can you transfer rhythm patterns onto instruments? **Improvisation** ▪ Can you play and improvise using your instrument? ▪ Can you use body percussion to create a regular riff and one in double time? **Composition** ▪ Can you create your own arrangement of the Batacuda Groove? ▪ Using body percussion can you create own break for samba piece? ▪ Can you create your own hand signals for the break section? ▪ Can you listen to your rhythm? ▪ Can you shuffle

open strings GDAE or CGDA? ▪ Can you take it in turns to improvise using open strings GDAE or CGDA? **Composition** ▪ Can you talk about composition? Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends? ▪ Can you explain that there are different ways of writing a composition down and recording it audio or written? **Performance** ▪ Do you know how to talk about	▪ What is the difference between pulse and rhythm? ▪ Do you know how rhythm and pulse and pitch work together? **Playing Instruments** ▪ Can you sing as part of the class or in a group? ▪ Can you follow a conductor? ▪ Can you listen to each other as you sing? ▪ Can you listen and play it back?	▪ Can you use the notes given to improvise a tune? ▪ Can you take it in turns to improvise using open strings? ▪ Can you take it in turns to improvise? ▪ Can you listen and play own answer using open strings? **Composition** ▪ Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends? ▪ Can you explain that there are different ways of writing a composition down and recording it audio or written? **Performance** ▪ Can you perform to the class? ▪ Can you sing the song and improvise using instruments or voices within the song?	play own answer using one or two notes C and D? **Composition** ▪ Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends? ▪ Can you explain that there are different ways of writing a composition down and recording it audio or written? **Performance** ▪ Can you perform to the class? ▪ Can you sing the song and improvise using instruments or voices within the song?		your rhythm? ▪ Can you turn the grid? ▪ Can you use syncopated rhythms in your composition? ▪ Can you use words and phrases to help you remember your composition? ▪ Can you remember your composition? ▪ Can you write down your composition for someone else to use and play? **Performance** ▪ Can you prepare for a performance of samba? ▪ Do you know to speak clearly in so that the audience can understand you? ▪ Can you lead a performance and be the conductor?

	performance? ▪ Do you know and have planned everything that will be performed? ▪ Do you know that performing involves communicating feelings, thoughts and ideas about the song/music? ▪ *Can you play together following a conductor?* ▪ *Can you add dynamics to your performance?*					▪ Ca you follow the conductor or leader? ▪ Can you play from memory or from a score?
Skill Progression	**<u>Listen and Appraise</u>** ▪ To find the pulse. ▪ To confidently identify and move to the pulse. ▪ To think about what the words of a song mean. ▪ To discuss how	**<u>Listen and Appraise</u>** ▪ To confidently identify and move to the pulse. ▪ To discuss the meaning of the words ▪ Understand meaning of the song and the tradition	**<u>Listen and Appraise</u>** ▪ To think about what the words of a song mean. ▪ To take it in turn to discuss how the song makes them feel. **<u>Musical Activities</u>** ▪ Clap and say back rhythms. ▪ Create your own	**<u>Listen and Appraise</u>** ▪ To think about what the words of a song mean. ▪ To take it in turn to discuss how the song makes them feel. **<u>Musical Activities</u>** ▪ Clap and say back rhythms.	**<u>Listen and Appraise</u>** ▪ To think about what the words of a song mean. **<u>Musical Activities</u>** ▪ To confidently identify and move to the pulse. ▪ Clap and say back rhythms with increasing length.	**<u>Listen and Appraise</u>** ▪ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo <u>Singing</u>

	the song and piece of music makes them feel. **Musical Activities** ▪ To clap and say back rhythms ▪ To create own simple rhythms ▪ To lead the class using own rhythms. ▪ Call and response using open strings ▪ Call and response using movement to encourage correct posture and position ▪ Bowing games, window wipers, zoom, zoom, zoom, were going to the moon, spider and drain pipe. ▪ Forbidden rhythm ▪ Eyes closed guess which notes? **Singing** ▪ To know that	▪ To discuss origins of the song ▪ To discuss how the song makes them feel ▪ **Musical Activities** ▪ To treat instruments carefully and with respect. **Singing** ▪ To sing back a phrase ▪ Pupils start to sing in unison and in two parts **Playing an instrument** ▪ Connection between sound and symbol (e.g. graphic/pictorial notation) **Composition**. ▪ Begin to understand simple notations to represent music, including pitch and volume **Performance** ▪ Communicate feeling in performance.	simple rhythm patterns. ▪ Lead the class using their simple rhythms. **Singing** ▪ To follow a leader when singing. ▪ To demonstrate a good posture when singing. ▪ To have an awareness of the pulse internally when singing. ▪ To sing in unison, becoming aware of pitch. **Playing Instrument** ▪ Play any one, or all four, differentiated parts on a tuned or unturned instrument a one note, simple or medium part or the melody of the song from memory or using notation. ▪ Listen and copy back using open strings GDAE or CGDA? ▪ Using instruments, to listen and play your own answer using open string GDAE or CGDA?	▪ Create your own simple rhythm patterns. ▪ Lead the class using their simple rhythms. **Singing** ▪ To follow a leader when singing. ▪ To demonstrate a good posture when singing. ▪ To have an awareness of the pulse internally when singing. ▪ To sing in unison, becoming aware of pitch. **Playing Instrument** Play any one, or all four, differentiated ▪ parts on a tuned or unturned instrument a one note, simple or medium part or the melody of the song from memory or using notation. ▪ Listen and copy back using two notes: C and D ▪ Using instruments,	▪ Create own rhythm patterns. **Improvise** ▪ Take it in turns to improvise using one note on own or in small groups. **Composition** ▪ To play on open strings when call and response activity in class ▪ To use different parts of the bow to create different timbres of sound for effect. ▪ To use a range of dynamics within call and response. ▪ **Performance** ▪ To work in groups to play, listening to each other ▪ follow a conductor and perform whole tune. ▪ *To watch the conductor or leader to know when to start.* ▪ *To use dynamics in the piece to create light and dark.* ▪ *To stand in the*	▪ To follow a leader when singing. ▪ To enjoy exploring singing solo. ▪ To sing with awareness of being 'in tune'. ▪ To have an awareness of the pulse internally when singing. Composition ▪ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ▪ To record compositions in any way appropriate that recognizes the connection between sound and symbol (graphic/pictorial notation) **Performance** ▪ To record the

songs can make you feel energetic, sad, happy etc. ▪ To know why you must warm up your voice. **Playing instruments** ▪ To treat instruments carefully and with respect. ▪ To rehearse and perform their part within the context of the unit song. ▪ To listen to and follow musical instruments from a leader. **Improvise** ▪ To take turns to improvise. ▪ Listen and copy back using instruments, two different notes. ▪ Using instruments, listen and create your own answer using two different	*▪ To perform with energy and enthusiasm* *▪ To perform to an audience* *▪ To have time to rehearse* *▪ To have a clear program of contents for the audience.* *▪ To tell the audience what you are singing* *▪ To record the performance to reflect upon* *▪ To appraise performance and self evaluate.*	**Improvise** ▪ Take it in turns to improvise using two notes and building up to 4 notes of open strings GDAE or CGDA. **Composition** ▪ To plan and create a section of music that can be performed within the context of the unit. ▪ To compose using CGDA or GDAE. **Performance** ▪ To record the performance and say how they were feeling, what they were pleased with what they would change. ▪ To communicate the meaning of the words and clearly articulate them.	to listen and play your own answer using two notes: C and D **Improvise** ▪ Take it in turns to improvise using two notes: C and D **Composition** ▪ To plan and create a section of music that can be performed within the context of the unit song. ▪ To compose using C, D E, G +A **Performance** ▪ To record the performance and say how they were feeling, what they were pleased with what they would change. To communicate the meaning of the words and clearly articulate them.	*correct position and sit correctly.* *▪ To end a piece together.* *▪ To introduce the pieces before they are played.* ▪ Begin to understand simple notations to represent music, including pitch and volume ▪	performance and say how they were feeling, what they were pleased with what they would change and why. ▪ To think about others while performing. ▪ Begin to understand simple notations to represent music, including pitch and volume ▪

	notes					
	Composition - To help create at least one simple melody using a sequence of one, three or five different notes on open strings. - To talk about how it was created. - Listen and reflect upon developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. **Performance** - To choose what to perform and create a program for the audience. - 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 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion** **Fiddle time for Violin** Listen and Appraise: ▪ Feel the beat ▪ Flying around ▪ The drunken sailor ▪ Copycat blues ▪ Under arrest! ▪ Down up ▪ Raindrops ▪ Swing Band ▪ Ana Lou	**Natural elements** **Christmas** **Listen and Appraise:** ▪ Hosanna Rock ▪ John Rutter Angles of Carol ▪ Rockin Rudolph Benny Goodman Orchestra, sing, sing, sing We three kings King without a thing Handel Messiah Sussex Carol Christmas of the birds ▪ Shepherd Boy ▪ Snow ▪ Naturecast Fog Snow trees ▪ A visit form St Nicholas Snowflakes	**Civilisation** *Stop* **Listen and Appraise:** ▪ Stop! – Grime ▪ Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ▪ Radetzky March by Strauss (Classical) ▪ Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) ▪ Libertango by astor Piazzolla (Tago) ▪ Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)	**Environmental** *Lean on me* Soul/Gospel music **Listen and Appraise:** ▪ *Lean On Me by Bill Withers* ▪ *He Still Love Me by Walkter Williams and Beyonce* ▪ *Shackles by Mary Mary* ▪ *Amazing Grace by Elvis Presley* ▪ *Ode To Joy Symphony No 9 Beethoven* ▪ *Lean On Me by The ACM Gospel Choir*	**Discoveries** *Blackbird* The Beatles/Pop **Listen and Appraise:** ▪ *Blackbird by The Beatles* ▪ *Yellow Submarine by The Beatles* ▪ *Hey Jude by The Beatles* ▪ *Can't Buy Me Love by The Beatles* ▪ *Yesterday by The Beatles* ▪ *Let it Be by The Beatles*	**Culture** *Reflect rewind and replay* <mark>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</mark> **Listen and Appraise:** ▪ *La Quinta Estample Real anon 13th century (Early Msuic)* ▪ *Dancing Queen by Abba* ▪ *The Arrival Of The Queen Of Sheba by Handel* ▪ *Can't Stop The Feeling! By Justin*

						Timberlake ▪ *Moonlight Sontata by Beethoven* ▪ *Libertango by Piazzolla* ▪ *Bridal March/Chorus by Wagner* ▪ *Lean On Me sung by the ACM Gospel Choir* ▪ *Rhapsody In Blue by Gershwin (20th Century)* ▪ *Amazing Grace sung by Elvis Presley* ▪ *Einstien On The Beach by Philip Glass* ▪ *Let It Be by The Beatles*
Knowledge	**Listen and Appraise** ▪ Is the tempo slow or fast or in between? ▪ Is the dynamics loud or quiet or in between? ▪ Do the	**Listen and Appraise.** ▪ Can you name the instruments played? ▪ Can you describe the temp? Rhythm? Dynamics?	**Listen and Appraise** ▪ Who wrote the song? ▪ Can you tell me about the composer? ▪ What are the lyrics about? ▪ How does this song	**Listen and Appraise** ▪ Can you name some of the instruments heard in the music? ▪ How are they being played? ▪ Can you identify	**Listen and Appraise** ▪ Do you like this piece of music? ▪ How old is it? What is the structure of this music? **Musical Activities**	**Listen and Appraise** ▪ Do you know what is by some music terms? E.g. tempo, adagio, andante, bar, pulse, crescendo,

dynamics change in the music ▪ How is this song put together? AABA? **Musical Activities** ▪ Can you find the pulse? ▪ Can you move in time to the pulse? ▪ Does this piece of music have a steady pulse? ▪ Can you feel it in your hands? ▪ Can you name some of the instruments that you hear in the music? ▪ How do the pulse and the rhythm, pitch work together? ▪ Can you copy back the rhythm? ▪ Can you say the rhythms? ▪ What is the difference between pulse and rhythm?	**Musical Activities** ▪ What is the difference between pulse and rhythm? ▪ Do you know how rhythm and pulse and pitch work together? <u>Playing Instruments</u> ▪ Can you use instruments to support the singing? ▪ Can you sing as part of the class or in a group? ▪ Can you follow a conductor? ▪ Can you listen to each other as you sing? ▪ Can you listen and play it back? <u>**Singing**</u> ▪ Can you warm up your voice? ▪ Can you use your diaphrame to sing? ▪ Can you use your breath to sing through the phrases	make you feel? ▪ What style of music is this? ▪ How do you know? ▪ Is it a male for female singer? ▪ Can you identify the main sections of the song? <u>**Musical Activities**</u> ▪ Can you find the pulse? ▪ Can you imagine what the song is about through the lyrics? ▪ Can you clap back and say the rhythms that you hear? ▪ Can you copy back the lyrics in a similar style to the song? ▪ Can you compose your own lyrics to the song? <u>**Singing**</u> ▪ Can you listen and sing back melodies and lyrics in time with the music and pulse? ▪ Can you copy back any riffs using 'la' when you are singing back?	the sections of the music? ▪ Who is the composer? ▪ Can you find the pulse? <u>**Musical Activities**</u> ▪ Can you find the pulse? ▪ Can you copy and clap back a rhythm? ▪ Can you copy back a rhythm on your instrument? <u>**Singing**</u> ▪ Can you warm up your voice? ▪ Can you listen to a phrase and sing back a melody with increasing musical memory keeping in time with a pulse? <u>**Playing Instruments**</u> ▪ Using your instruments, listen and play your own answer using one note: F? ▪ Can you listen and copy back using two notes: F and G? ▪ Using your	▪ Can you lead the clapping back of rhythms? ▪ Can you copy back using voices or instruments? ▪ Can you copy back any riffs that you hear using the C note? <u>**Singing**</u> ▪ Can you listen to a phrase and sing back an increasing melody length keeping in time with a pulse? ▪ Can you match the pitch of the voice when singing back? <u>**Playing Instruments**</u> ▪ Can you listen and copy back using instruments, one note: C? ▪ Using your instruments, can you listen and play your own answer using one note: C? ▪ Using your instruments, can you listen and play your own answer	harmony, key, largo, pitch, scales? ▪ Do you know any history of music? ▪ Do you know any different styles of music? ▪ Can you identify any different styles of music? ▪ What can you hear? ▪ Does the music tell a story? **Musical Activities** ▪ Can you create an 8 bar composition? ▪ Can you find the pulse? ▪ Can you copy back a musical phrase? ▪ Can you clap/sing or play back a musical phrase? <u>**Singing**</u> ▪ Can you listen and sing back a melody? ▪ Can you warn up your voice?

Column 1

- How do you keep an internal pulse?

Singing
- Can you listen and sing back a melody?
- Can you copy back the melody in pitch?

Playing Instruments
- Can you follow a conductor?
- Can you play and improvise using your instrument?
- Can you listen and play a response on open strings GDAE or CGDA your own answer using open strings?
- Can you hold the violin cello correctly?
- Can you pluck the strings correctly?
- Can you rosin the bow?
- Can you tighten

Column 2

- Can you recognize when you are singing in tune
- Can you remember the lyrics
- Can you add meaning to the lyrics through dynamics, tempo

Performance
- Do you know that performing is sharing music with an audience?
- Do you know and have planned everything that will be performed?
- Do you know to speak clearly in so that the audience can understand you?
- Can you stand correctly when performing?
- Can you breath together when leading into a song?
- Can you recognise when you are singing in tune

Column 3

Playing Instruments
- Using your instruments, can you listen and play your own answer using one note: C?
- Can you listen and play back any riffs on instruments?

Improvise
- Can you take it in turns to improvise using one or two notes: C and sometimes D?

Composition
- Can you use the looped soundtrack to compose new lyrics over?
- Can you write a new 8 lines?
- Can you work in small groups to compose?

Performance
- Can you listen and copy back using two notes: C and D?

Column 4

instruments, listen and play your own answer using two notes?
- Can you follow the music on the screen as you play?
- If you get lost can you jump back in again?

Improvise
- Can you take it in turns to improvise using one?
- Can you take it in turns to improvise using two notes: F and G and F?
- Using your own instrument can you listen and play back an answer using the notes F and sometimes G?
- Can you take turns to improvise or play in groups?

Composition
- Can you use 3 notes (F, G and A) to compose a simple melody?
- Can you work in small groups using a mixture of

Column 5

using one or two notes: C and sometimes D?
- Can you listen and copy back using two notes: C and D?

Improvise
- Can you take it in turns to improvise using one note: C?
- Can you take it in turns to improvise using one or two notes: C and sometimes D?
- Can you improvise in a group or on your own?
- Can you improvise on instruments?

Composition
- Can you make a rhythm grid-using notation?
- Can you use the note grid button to help create a formal notation?
- Can you use not-names written underneath for you all to play?
- Can you create an 8-bar composition

Column 6

Playing Instruments
- Using your instruments, can you listen and play your own answer using more than two notes?

Improvise
- Can you take it in turns to improvise using a variety of notes?
- Do you know that an improvisation is a new piece of music and belongs to them?

Composition
- Do you know different ways of recording a written composition?
- Can you choose a time signature?
- Can you clap your rhythm?

Performance
- Can you choose what to perform and create a programme?

and loosen the bow correctly? • Can you use dynamics in your playing? • Can you follow the notation along with the music? • Can you follow a lead in? • Can you sit or stand correctly in a safe space **Improvise** • Can you listen and clap back a rhythm? • Can you make up your own tunes on the spot? • Can you use two notes confidently to improvise? • Can you use the notes given to improvise a tune? • Can you take it in turns to improvise using open strings GDAE or CGDA?	and at pitch? • Can you listen to each other as you sing? • Can you warm up your coice before singing? • Can you remember the words of the songs? Can you sing with dynamics		instruments to compose? • Can you compose a rhythmical line and clap it back? • Can you use a grid to help compose a rhythm? • Can you compose an 8 bar composition? **Performance** • Can you perform the whole song? • Can you perform your compositions in the break section?	for your group to play with block notation or formal notation? • Can you perform your 2 compositions? **Performance** • Can you perform your compositions? • Can you perform on an instrument? • Can you perform the whole song?	• Can you present a musical performance designed to capture the audience? • Can you sing and rap the words clearly and play with confidence? • Can you prepare for a performance of some of some of the songs learnt over this year?

	▪ Can you take it in turns to improvise using open strings GDAE or CGDA? **Composition** ▪ Can you talk about composition? Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends? ▪ Can you explain that there are different ways of writing a composition down and recording it audio or written? **Performance** ▪ Do you know how to talk about performance? ▪ Do you know				

	- and have planned everything that will be performed? - Do you know that performing involves communicating feelings, thoughts and ideas about the song/music? *Can you play together following a conductor?* *Can you add dynamics to your performance?*					
Skill Progression	**Listen and Appraise** - To find the pulse. - To confidently identify and move to the pulse. - To think about what the words of a song mean. - To discuss how the song and piece of music	**Listen and Appraise** - To confidently identify and move to the pulse. - To discuss the meaning of the words - Understand meaning of the song and the tradition - To discuss origins of the song	**Listen and Appraise** - To confidently identify and move to the pulse. - To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel making	**Listen and Appraise** - Confidently identify and move to the pulse. - Talk about musical dimensions. E.g. it gets louder in the chorus section (Dynamics) - When talking, use musical language. - Comment on the effectiveness of their own learning	**Listen and Appraise** - To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel. Listen carefully and respectfully to	**Listen and Appraise** - To talk about how the music makes them feel. - To confidently identify the pulse. - To talk about the musical dimensions working together in the unit of songs. E.g. if the song gets louder

	makes them feel. **Musical Activities** - To clap and say back rhythms - To create own simple rhythms - To lead the class using own rhythms. - Call and response using open strings - Call and response using movement to encourage correct posture and position - Bowing games, window wipers, zoom, zoom, zoom, were going to the moon, spider and drain pipe. - Forbidden rhythm - Eyes closed guess which notes? **Singing** - To know that songs can make you feel	- To discuss how the song makes them feel **Musical Activities** - To treat instruments carefully and with respect. **Singing** - To sing back a phrase - Pupils start to sing in unison and in two parts **Playing an instrument** - Connection between sound and symbol (e.g. graphic/pictorial notation) **Composition**. - Begin to understand simple notations to represent music, including pitch and volume **Performance** - Communicate feeling in performance. *To perform with energy and*	comparisons to other music. - Listen carefully and respectfully to other people's thoughts about the music. - To use musical words when discussing music. - To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. **Musical Activities** - To identify and move to the pulse. - To match notes to musical notation. - To match rhythms to symbols. - Lead the class with clap it back rhythms. - Create own simple rhythm patterns. - Copies back a rhythm pattern. **Singing** - To sing in unison and in simple two-parts. - To demonstrate a good singing posture - To follow a leader	and suggesting improvements based on the intended outcome. - Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians **Musical Activities** - Lead the class with clap it back rhythms. - Create own simple rhythm patterns. - Copy backs a rhythm pattern. - Copy backs a rhythm pattern on instruments. - Copy back using notation and without. **Singing** - To follow a leader when singing. - To demonstrate god posture when singing. - To sing with	other people's thoughts about the music. - When talking, try to use musical words. - To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. **Musical Activities** - To confidently identify and move to the pulse. **Singing** - To sing in unison and in simple two-parts. - 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 rejoin the song if lost. - To listen to the	in the chorus. - Listen carefully to other people's thoughts about the music. - Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. **Musical Activities** - Create one simple rhythm patters. - Lead the class using their simple rhythms.

energetic, sad, happy etc. ■ To know why you must warm up your voice. **Playing instruments** ■ To treat instruments carefully and with respect. ■ To rehearse and perform their part within the context of the unit song. ■ To listen to and follow musical instruments from a leader. **Improvise** ■ To take turns to improvise. ■ Listen and copy back using instruments, two different notes. ■ Using instruments, listen and create your own answer using two different notes **Composition**	*enthusiasm* ■ *To perform to an audience* ■ *To have time to rehearse* ■ *To have a clear program of contents for the audience.* ■ *To tell the audience what you are singing* ■ *To record the performance to reflect upon* ■ *To appraise performance and self evaluate*To confidently identify and move to the pulse. ■ To discuss the meaning of the words ■ Understand meaning of the song and the tradition ■ To discuss origins of the song ■ To discuss how the song makes them feel	when singing. ■ To enjoy exploring singing solo. ■ To sing with awareness of being 'in tune'. ■ To rejoin the song if lost. ■ To listen to the group when singing. **Playing Instruments** ■ 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 experience leading the playing by making sure everyone plays in the playing section of the song. **Improvise** ■ Improvise using instruments in the context of a song they are learning to perform.	awareness of being in tune. ■ To rejoin the song if lost. **Playing Instruments** ■ To treat instruments with care and respect. ■ To play any one note or all four differentiated parts o a tunes instruments- a one-note, simple or medium part or the melody of the song from memory or using notation. ■ To experience leading the playing by making sure everyone plays in the playing section of the song. **Improvise** ■ Take it in turns to improvise using one note. Take it in turns to improvise using two notes: F and G and F? ■ Using own instrument to listen and play back an answer	group when singing. **Playing Instruments** ■ 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. **Improvise** ■ Take it in turns to improvise using three different notes. **Composition** ■ 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.	■ Listen and sing back no notation. ■ Copy back using instruments. **Singing** ■ To experience leading the playing by making sure everyone plays in the playing section of the song. ■ To sing in unison an in simple two-parts. ■ To enjoy singing solo. ■ To rejoin if lost. ■ To be aware of singing in tune. **Playing Instruments** ■ Listen and copy back ■ using instruments, using two different notes. ■ To treat instruments carefully and with respect. ■ To play songs and parts from

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▪ To help create at least one simple melody using a sequence of one, three or five different notes on open strings. ▪ To talk about how it was created. ▪ Listen and reflect upon developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. **Performance** ▪ To choose what to perform and create a program for the audience. ▪ 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		**Composition** ▪ Plan and create a section of music that can be played back. ▪ Record the composition in an appropriate way that recognizes the connection between sound and symbols, graphic and pictorial. ▪ Talk about how it was created. ▪ Help create at least one simple melody using three or 5 different notes. ▪ Pupils improvise creating rhythmical and simple melodic patterns ▪ Understand how different musical elements are combined and used expressively. **Performance** ▪ To rehearse and perform their part within the context of the Unit song. ▪ To listen to and follow musical instructions from a leader.	using the notes F and sometimes G. ▪ Take turns to improvise or play in groups. **Composition** ▪ Help create at least one melody using one, three or all five different notes ▪ Talk about how it was created. ▪ Listen and reflect upon the developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ▪ Record the composition in an appropriate way. ▪ Pupils use notation to represent music ▪ Pupils explore and join layers of sound, thinking about musical dynamics of each layer and understanding the effect. **Performance**	▪ 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). **Performance** ▪ To rehearse and perform their part within the context of the Unit song. ▪ To choose what to perform and create a program. ▪ Present a musical performance designed to capture the audience. ▪ To communicate	memory. ▪ To listen and follow musical instructions from a leader. ▪ To lead the playing by making sure everyone plays in the playing section of the song. **Improvise** ▪ Take it in turns to improvise using one or two notes. ▪ Listen and copy back using instruments, two different notes. ▪ Using instruments, listen and play own answer using two different notes. ▪ Improvise using instruments in the context of a song they ▪ To communicate the meaning of the words and

	they were pleased with what they would change and why.			- To choose what to perform and create a program. - Present a musical performance designed to capture the audience. - 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 and what they would change and why.	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.	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. **Composition** - To create rhythmical and simple melodic patterns using an increased number of notes. - To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. - To understand how different musical elements

						are combined and used expressively. ▪ To understand and begin to use established and invented musical notations to represent music.
Year 5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion** *Livin' on a prayer* *Listen and Appraise:* ▪ *Livin' On A Prayer by Bon Jovi* ▪ *We Will Rock You By Queen* ▪ *Smoke On The Water by Deep Purple* ▪ *Rockin' All Over The World by Status Quo* ▪ *Jonny B. Goode by Chuck Berry* ▪ *I Saw Her Standing There by The Beatles*	**Natural elements** *Classroom Jazz 1* *Listen and Appraise:* ▪ *Three Note Bossa* ▪ *Desafinado* ▪ *Cotton Tail* ▪ *Five Note Swing* ▪ *Perdido* ▪ *Five Note Swing* ▪ *Things Ain't What They Used TO Be*	**Civilisation** *Make you feel my love* *Listen and Appraise:* ▪ *Make You Feel My Love by Bob Dylan – Adele Version* ▪ *Make You Feel My Love – Bob Dylan version* ▪ *So Amazing by Luther Vandross* ▪ *Hello by Lionel Richie* ▪ *The way You Look Tonight by Jerome Kern* ▪ *Love Me Tender by Elvis Presley*	**Environmental** Samba Listen and Appraise: ▪ Batacuda groove ▪ Comparing Ganza and Chocalho ▪ Comparing Ganza with Bateria ▪ Comparing Timba with Bateria ▪ Brazilian samba music	**Discoveries** *Dancing in the street:* *Listen and Appraise:* ▪ *Dancing In The Street by Martha And The Vandellas* ▪ *I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops* ▪ *I Heard It Through The Grapevine sung by Marvin Gaye* ▪ *Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell* ▪ *You Are The Sunshine Of My Life Sung by Stevie Wonder* ▪ *The Tracks Of My*	**Culture** *Reflect, Rewind and Replay* <mark>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</mark> ▪ *Music For Compline (Traditional Early Music)* ▪ *Johnny B. Goode by Chuck Berry* ▪ *Dido And Aerneas by Purcell (Baroque)*

					Tears sung by Smokey Robinson And The Miracles	▪ *Things Ain't What They Used To Be by Ellington and Persons* ▪ *Sympohony No 5 in C minor Opus 67 by Beethoven (Romantic)* ▪ *Hello by Lionel Richie* ▪ *Minute Waltz by Chipn (Romantic* ▪ *U Can't Touch This by MC Hammer* ▪ *Central Park in The Dark by Charle Ives (Contemporary)* ▪ *I Heard It On The Grapevine by Marvin Gaye* ▪ *Clapping Music by Steve Reich (Contemporary)* ▪ *Sugar Pie, Honey Bunch (I Cant Help Myself) sung by The Four Tops*
Knowledge	**Listen and Appraise** ▪ Do you like the song? ▪ What can you	**Listen and Appraise** ▪ What can you hear? ▪ What instruments	**Listen and Appraise** ▪ What instruments can you hear? ▪ How many voices	▪ What can you hear? ▪ Can you use the correct vocab to	**Listen and Appraise** ▪ Does the song tell a story? ▪ What does the	**Appraise** ▪ What can you hear? ▪ How does this

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	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	hear? ▪ How is the song put together? ▪ How many singers? ▪ How many instruments are accompanying? ▪ Which instruments? ▪ What instruments play the solo? ▪ Is there a hook? ▪ What is the texture of the music? ▪ Is the tempo fast or slow? ▪ What are the dynamics? ▪ Do the dynamics vary? ▪ What style of music is this? ▪ What are the indicators of rock music? ▪ What is the structure/form/ shape of the song? ▪ How are the songs different? ▪ How are the	can you hear? ▪ Is there a solo? ▪ What instrument is playing the solo? ▪ Does the dynamics change during the piece or does it stay the same? ▪ What is the style of the music? ▪ How is the song put together? ▪ What is the shape and structure? **Musical Activities** ▪ Can you sing back a melody? ▪ Can you find the pulse? **Singing** ▪ Can you learn the song singing along to the backing track? ▪ Can you sing the head? ▪ Can you sing the rounding off phrase? ▪ **Playing Instruments** ▪ Can you learn to play the 8 bar	can you hear? ▪ Which instruments play the solo? ▪ Is there a hook? ▪ What is the texture like in this song? ▪ Are there different layers to the song? What is the arrangement of the sections and instruments playing in different sections? ▪ What is the style of the music? ▪ What are the style indicators? ▪ How is the song put together? ▪ What is the structure/form/shap e of the song? ▪ Compare two songs. How are they the same or different? **Musical Activities** ▪ Can you clap and say back the rhythms you hear? ▪ Can you lead clapping rhythms to the rest of the class? ▪ Can you take it in turns to clap a rhythm for	describe what you can hear? ▪ What instruments can you hear? ▪ What is the tempo like? ▪ How does the music make you feel? ▪ How old do you think this music is? ▪ Does the music tell a story? ▪ Do you like the music? **Playing Instrument** ▪ Can you listen and copy back rhythms? ▪ Do you know the names of the different samba drums? ▪ Can you look after your instrument? ▪ Can you move around safely **Improvisation** ▪ Can you play and improvise using your instrument? ▪ Can you use body percussion to create a regular riff and one in double	song make you think of? ▪ How old do you think this piece of music is? ▪ Did the tempo of the song stay the same throughout? ▪ Did the dynamics stay the same? ▪ Can you identify the instruments playing? ▪ How many voices do you hear? ▪ Did all the instruments and voices play throughout the music? ▪ What is they style of this music? **Musical Activities** ▪ Can you move to the pulse? ▪ Can you copy a rhythm and keep in time to the music? ▪ Can you keep in time with the music even when it is silent? **Singing** ▪ Can you sing the	music make you feel? ▪ How old do you think this music is? ▪ Does it tell a story? ▪ Do you like the music? ▪ What can you tell me about the composers who wrote this music? **Musical Activities** ▪ Can you choose a time signature for your composition? ▪ Can you clap a rhythm back? **Singing** ▪ Can you sing the backing part of the song? ▪ Can you practice the chorus? ▪ Can you practice the verses? ▪ Can you learn the words to the song? ▪ Can you sing with meaning of the words?

	songs the same? ▪ Who sang the song? ▪ Who wrote the song and when? **Musical Activities** ▪ Can you find the pulse? ▪ Can you clap back rhythms you hear? ▪ Can leaders clap rhythms for rest of class to follow? ▪ Can you add movement to a song? **Singing** ▪ Can you learn the words to the song? ▪ Can you sing back a response using 'la'? ▪ Can you warm up your voice? ▪ Can you sing clearly so that all can understand the lyrics? ▪ What are the song lyrics	melody (head) on instruments? ▪ Can you learn to play the rounding off phrase? **Improvise** ▪ Can you improvise with the tune? ▪ Can you build up your improvisation? ▪ Can you use the notes G, A and B to create an improvisation? **Composition** ▪ Can you work in a group to compose a fill for the performance? ▪ Can you compose an 8 bar composition using instruments? **Performance** ▪ Can you sing the song altogether? ▪ Can you sing solos? ▪ Can you lead the fill?	everybody to copy back? **Singing** ▪ Can you copy back using your voice? ▪ Can you warm up your voice? ▪ Can you add movement to the song? **Playing Instruments** ▪ Can you copy back riffs using the note c? ▪ Can you copy back using instruments with and without notation? ▪ Can you copy **Improvise** ▪ Can you take it in turns to improvise? ▪ Can you clap, play or sing an answer? **Composition** ▪ Can you create a composition for an instrumental section of the song? ▪ Can you use 3 notes in your composition? ▪ Can you play back your composition? ▪ Can you create a rhythm grid for your	time? **Composition** ▪ Can you create your own arrangement of the Batacuda Groove? ▪ Using body percussion can you create own break for samba piece? ▪ Can you create your own hand signals for the break section? ▪ Can you listen to your rhythm? ▪ Can you shuffle your rhythm? ▪ Can you turn the grid? ▪ Can you use syncopated rhythms in your composition? ▪ Can you use words and phrases to help you remember your composition? ▪ Can you remember your composition? ▪ Can you write down your composition for	backing part of the song? ▪ Can you practice the chorus? ▪ Can you practice the verses? ▪ Can you learn the words to the song? ▪ Can you sing with meaning of the words? **Playing Instruments** ▪ Can you play instruments with or without notation? ▪ Can you play the differentiated parts? ▪ Can you improvise using instruments? ▪ Can you play the riff? **Improvise** ▪ Can you improvise using one of the learnt riffs? ▪ Can you use the note F to improvise? ▪ Can you use F, G and A to improvise?	**Playing Instruments** ▪ Can you use instruments to compose? **Improvise** ▪ Can you use your voices to improvise? ▪ Can you use instruments to improvise? ▪ Can you take it in turns to improvise? **Composition** ▪ Can you compose a rhythm? ▪ Can you clap you composed rhythm? ▪ Can you use apps and technology to help compose? ▪ Can you select a pulse? ▪ Can you compose an 8 bar rhythm? ▪ Can you compose an 8 bar composition? ▪ Can you use symbols or

about? ▪ Can you identify the chorus? **<u>Playing Instruments</u>** ▪ Can you copy back a riff using instruments on the G note? ▪ Can you copy back a riff on instruments using the notes G and A? ▪ Can you copy back a riff using instruments using notes G, A and B starting on a G? **<u>Improvise</u>** ▪ Can you take it in turns to use the note G to take it in turns improvise a response? ▪ Can you take it in turns to improvise using 2 notes G and A? ▪ Can you take e it turns to improvise using 3 notes, G, A		composition? ▪ Can you create an 8 bar rhythm block? ▪ Can you use notation? **<u>Performance</u>** ▪ Can you perform the whole song? ▪ Can you perform the song with solo parts and instrumental parts added? ▪ Can you perform the song with compositions added in the performance?	someone else to use and play? **<u>Performance</u>** ▪ Can you prepare for a performance of samba? ▪ Do you know to speak clearly in so that the audience can understand you? ▪ Can you lead a performance and be the conductor? ▪ Ca you follow the conductor or leader? ▪ Can you play from memory or from a score?	**<u>Composition</u>** ▪ Can you use 3 notes to create a composition? ▪ Can you use a mix of instruments to create a composition? ▪ Can you work in a group to compose? ▪ Can you create an 8 bar rhythm? ▪ Can you use F, G and A to compose a riff? ▪ Can you use notation to record your composition? ▪ Can you write the names of the notes under your composition? **<u>Performance</u>** ▪ Can you perform the whole *song?* ▪ Can you perform the song with backing vocals? ▪ Can you perform the song with your compositions?	notation to record your composition? ▪ Can you play back your composition? ▪ Can you add note names under you rhythms? ▪ Can you choose a time signature? **<u>Performance</u>** ▪ Can you rehearse and perform songs form over the year?

	and B? **Composition** ▪ Can you use 3 notes in your composition? G, A and B. ▪ Can you create a rhythm notation grid to compose rhythms? ▪ Can you work in groups to compose and 8-bar composition? **Performance** ▪ Can you perform 2 compositions to the class? ▪ Can you perform the whole song? ▪ Can you sing the song with instrument accompaniments?				

| Skill Progression | **Listen and Appraise**
▪ To think about the message of the song.
▪ To identify the pulse with ease.
▪ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
▪ Use musical language to talk about the song's musical dimensions.
Musical Activities
▪ To find the pulse.
▪ Copy back rhythms based on the words of the main song that include syncopation/off beat.
▪ Copy back riffs using syncopated rhythm patterns. | **Listen and Appraise**
▪ To find the pulse of the song/track
▪ Use musical language to talk about the songs musical dimensions.
▪ To recognise the structure of a piece of music/song
Musical Activities
▪ To find and move to the pulse.
▪ To 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
▪ 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 to | **Listen and Appraise**
▪ To identify and move to the pulse with ease.
▪ To talk about the musical dimensions working together in the Unit songs.
▪ Listen carefully and respectfully to other people's thoughts about the music.
Musical Activities
▪ To find and move to the pulse
▪ Lead the class by inventing rhythms for them to copy back.
Singing
▪ To sing in unison and to sing backing vocals.
▪ To enjoy exploring singing solo.
▪ To demonstrate a good singing posture.
Playing Instruments
▪ To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, | **Listen and Appraise**
▪ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
Musical Activities
▪ Body percussion copying rhythms using the body before moving on to instruments.
▪ To find and move to the pulse
▪ Lead the class by inventing rhythms for them t copy back
Singing
▪ To follow a leader when singing.
▪ To enjoy exploring singing solo.
▪ To sing with awareness of being 'in tune'.
▪ To have an awareness of the pulse internally when singing.
Playing Instruments | **Listen and Appraise**
▪ To identify and move to the pulse with ease.
▪ To think about the message behind the songs
▪ Talk about the music and how it makes you feel.
▪ Listen carefully and respectfully to other people's thoughts about the music.
Musical Activities
▪ To find and move to the pulse.
▪ Lead the class by inventing rhythms for them to copy back.
Singing
▪ To sing in unison and to sing backing vocals.
▪ To enjoy exploring singing solo.
▪ To demonstrate a good singing posture.
▪ To listen to each other and be aware of how you fit into the group. | **Listen and Appraise**
▪ To identify and move to the pulse with ease.
▪ To think about the message behind the songs.
▪ To talk about the musical dimensions working together in the Unit songs.
▪ Use musical vocabulary to describe music dimensions
▪ To describe, compare and evaluate different types of music beginning to use musical words.
▪ To comment on the success of own and others work, suggesting improvements based on intended outcomes.
▪ To listen to a range of high quality, live and |

▪ Leading the class inventing rhythms for others to copy. ▪ Copy back riffs with and without notation. **Singing** ▪ To sing in unison and to sing backing vocals. ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. **Playing Instruments** ▪ To rehearse and perform their part. ▪ To listen and follow a leader. ▪ Play musical instruments with the correct technique. ▪ Play a musical instrument with the correct technique within the context of the	different notes. Others to copy **Improvise** ▪ To improvise a new melody. ▪ To use the notes in a different order to the head/tune but keep the rhythm the same. ▪ Lead the class by inventing rhythms for them to copy back. **Improvise** ▪ 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) **Composition** ▪ Create simple melodies using up to 3 notes. ▪ Record composition in an appropriate way that recognizes the connection between sounds	one note, simple or medium part or the melody of the song from memory or using notation. ▪ Play a musical instrument with the correct technique within the context of the unit song. **Improvise** ▪ Copy back using instruments. Use one note. ▪ Copy back using instruments. Use the two notes. ▪ Question and Answer using instruments. Use one note in your answer. ▪ Question and Answer using instruments. Use two ⸗SEP⸗notes in your answer. Always start on a G. **Composition** ▪ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	▪ To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation ▪ Play a musical instrument with the correct technique within the context of the unit song. ▪ To rehearse and perform their part. **Improvise** Composition ▪ Listen to and reflect upon the developing composition and make ⸗SEP⸗musical decisions about pulse, rhythm, pitch, dynamics and tempo. ⸗SEP⸗ ▪ To record compositions in any way	**Playing Instruments** ▪ Play a musical instrument with the correct technique within the context of the unit song. ▪ To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation ▪ To lead a rehearsal **Improvise** ▪ Copy back using instruments. Use the three notes. ▪ Question and Answer using instruments. Use three notes in your answer. Always start on a G. **Composition** ▪ Explain the	recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. **Musical Activities** ▪ To 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 **Singing** ▪ To sing in unison with clear diction, controlled pitch and sense of phrase. **Playing Instruments** ▪ Play a musical instrument with the correct

unit song. ■ To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation. **Improvise** ■ Copy back using instruments. Using 1 -3 notes ■ Question and answer using instruments. **Composition** ■ Create simple melodies using up to 3 notes. ■ Explain the structure of the melody. ■ Record composition in an appropriate way that	and symbol. ■ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. **Performance** ■ Play the tune/head together ■ Play solos on own and/or in groups ■ Perform and record and reflect upon the performance. ■ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	■ Record composition in an appropriate way that recognizes the connection between sounds and symbol. **Performance** ■ To talk about the venue and how to use it to best effect. ■ To communicate the meaning of the words and clearly articulate them. ■ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" ■ To record the performance and compare it to a previous performance.	appropriate that recognizes the connection between sound and symbol (graphic/pictorial notation) **Performance** ■ To record the performance and say how they were feeling, what they were pleased with what they would change and why. ■ To think about others while performing. ■ Begin to understand simple notations to represent music, including pitch and .	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). **Performance** ■ To communicate the meaning of the words and clearly articulate them. ■ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	technique within the context of the unit song ■ To lead a rehearsal ■ To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. ■ To listen to and recall a range of sounds and patterns of sounds confidently. **Improvise** ■ To create increasingly complicated rhythmic and melodic phrases within given structures. ■ Copy back using instruments. Use the three notes. ■ Question and Answer using instruments. Use three notes in your answer.

	recognises the connection between sounds and symbol. **Performance** ▪ To communicate the meaning of words and clearly articulate them. ▪ To perform songs in the unit. ▪ To record the performances and discuss what went well.				▪ To record the performance and compare it to a previous performance.	Always start on a G. **Composition** ▪ To use a rhythm grid to record composition ▪ To begin to identify the relationship between sounds and how music can reflect different meanings. ▪ Explain the keynote or home note and the structure of the melody. ▪ To recognise and use a range of musical notations including staff notation. **Performance** ▪ To choose what to perform and create a program. ▪ Prepare for a performance. ▪ To maintain my own part and be aware how the

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						different parts fit together. ▪ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" ▪ To record the performance and compare it to a previous performance.
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	**Rebellion and Invasion** ***Remembrance day ww2 songs*** ▪ Wave Goodbye ▪ In the trenches ▪ Homing ▪ Poppies	**Natural elements** **Christmas** **Listen and Appraise:** ▪ Hosanna Rock ▪ John Rutter Angles of Carol ▪ Rockin Rudolph Benny Goodman Orchestra, sing, sing, sing We three kings King without a thing Handel Messiah Sussex Carol Christmas of the birds ▪ Shepherd Boy ▪ Snow	**Civilisation** ***A New Year Carol*** ▪ *A New Year Carol by Benjamin Britten* ▪ *A New Year Carol Urban Gospel Version* ▪ *I Mun be Married on Sunday by Benjamin Britten* ▪ *Fishing Song by Benjamin Britten* ▪ *Fishing Song Britten version and South African Version*	**Environmental** ***You've Got A Friend*** ▪ *You've Hot a Friend by Carole King* ▪ *The Loco-Motion sung by Little Eva, Written by Carole King* ▪ *Up On The Roof sung by The Drifters, written by Carole King* ▪ *Will You Still Love Me Tomorrow by Carole King* ▪ *(You Make Me Feel Like) A Natural Women) by Carole King*	**Discoveries** ▪ *Something Helpful by Anna Meredith* ▪ *O by Shiva Feshareki* ▪ *Heros & Villains by Eska* ▪ *And! By Affrodeutsche* ▪ *Something Helpful by Anna Meredith* ▪ *V-A-C Moscow by Shiva Feshareki* ▪ *Shades Of Blue by Eska* ▪ *The Middle Middle by Afrodeutsche*	**Culture** **Samba** ▪ Batacuda groove ▪ Comparing Ganza and Chocalho ▪ Comparing Ganza with Bateria ▪ Comparing Timba with Bateria Brazilian samba music

		▪ Naturecast Fog Snow trees ▪ A visit form St Nicholas Snowflakes *2023 Carol of the bells* *Cornish version of We wish* *you a merry Christmas* *Silent Night*				
Knowledge	**<u>Listen and Appraise</u>** ▪ How does the song make you feel? ▪ Does the song tell a story? ▪ What does the song make you think of? ▪ How old is this piece of music? ▪ Did the tempo stay the same al the way through? ▪ Can you identify the different voices and instruments heard? ▪ What is the style of the music? ▪ How is the piece of music/song	**<u>Listen and Appraise.</u>** ▪ Can you name the instruments played? ▪ Can you describe the temp? Rhythm? Dynamics? ▪ Identify the structure of the songs (intro, verse, chorus etc.) ▪ Name some of the instruments used in the songs ▪ Know and talk about that fact that we each have a musical identity. **<u>Musical Activities</u>** ▪ What is the	**<u>Listen and Appraise</u>** ▪ How many singers can you hear? Are they male or female? ▪ How many instruments are in the song? ▪ Is the texture thick or thin? ▪ Are the dynamics the same all the way through? ▪ Which words are new to you? Are there any unusual words in the text? ▪ What is the story told in this song? ▪ What is the mood of the song? ▪ How does the music make the song more interesting? ▪ The lyrics: what the	**<u>Listen and Appraise</u>** ▪ Listen to two versions of the song and compare. ▪ Which version of the song do you prefer? ▪ How does the song make you feel? ▪ Does the song tell a story? ▪ What does the song make you think of? ▪ How old do you think the piece of music is? ▪ Did all the instruments and voices play or sing throughout the song? ▪ Can you identify the different	**<u>Listen and Appraise</u>** ▪ How does the song make you feel? ▪ Does the song tell a story? ▪ How old do you think the story is? ▪ What does the song make you think of? ▪ Do all the instruments and voices play or sing throughout the song? ▪ What is the style of music? ▪ How is the song put together? ▪ Did you hear a riff, hook or solo in this song? ▪ How different are	**<u>Listen and Appraise</u>** What can you hear? ▪ Can you use the correct vocab to describe what you can hear? ▪ What instruments can you hear? ▪ What is the tempo like? ▪ How does the music make you feel? ▪ How old do you think this music is? ▪ Does the music tell a story? ▪ Do you like the music? **<u>Playing Instrument</u>** ▪ Can you listen and copy back

put together? ■ The lyrics: what are the songs about? ■ Identify the structure of the songs (intro, verse, chorus etc.) ■ The historical context of the songs. What else was going on at this time, musically and historically? **Musical Activities** ■ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music **Singing** ■ Can you sing along with the music? ■ Can you warm up your voice? ■ Can you stand with a good singing posture?	difference between pulse and rhythm? ■ Do you know how rhythm and pulse and pitch work together? ■ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. Playing Instruments ■ Can you use instruments to support the singing? ■ Can you sing as part of the class or in a group? ■ Can you follow a conductor? ■ Can you listen to each other as you sing? ■ Can you listen and play it back? **Singing** ■ Can you warm up your voice?	songs are about. ■ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). ■ Name some of the instruments used in the songs. ■ How are the two songs different? ■ Which version of the song do you prefer? Why **Musical Activities** ■ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ■ How to keep the internal pulse. ■ Can you find the pulse? ■ Can you move to the pulse? ■ Can you use body percussion to show the pulse? **Singing** ■ Do you know how to	instruments? ■ What are the dynamics in this song? ■ How is this song put together? ■ Did you hear riff, hook or a solo in this song? ■ Does the music industry represent female artists as equal to male artists? ■ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). ■ Know and talk about that fact that we each have a musical identity **Musical activities** ■ Can you find the pulse? ■ Can you move with the pulse? ■ Can you copy the rhythm? Can you lead a rhythm for	the two songs? ■ Did the temp stay the same throughout? ■ Did the dynamics stay the same throughout? ■ 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) . ■ Know and talk about that fact that we each have a musical identity **Musical Activities** ■ Can you find the pulse? ■ Can you move with the pulse? ■ Can you copy the rhythm? Can you lead a rhythm for the class to copy back? ■ How to keep the internal pulse.	rhythms? ■ Do you know the names of the different samba drums? ■ Can you look after your instrument? ■ Can you move around safely **Improvisation** ■ Can you play and improvise using your instrument? ■ Can you use body percussion to create a regular riff and one in double time? **Composition** ■ Can you create your own arrangement of the Batacuda Groove? ■ Using body percussion can you create own break for samba piece? ■ Can you create your own hand signals for the break section?

▪ Can you sing with increasing awareness of being in tune? ▪ Can you copy back a question and answer? ▪ Can you sing both vocal parts? **Performance** ▪ Can you perform the whole song? ▪	▪ Can you use your diaphrame to sing? ▪ Can you use your breath to sing through the phrases ▪ Can you recognize when you are singing in tune ▪ Can you remember the lyrics ▪ Can you add meaning to the lyrics through dynamics, tempo **Performance** ▪ Do you know that performing is sharing music with an audience? ▪ Do you know and have planned everything that will be performed? ▪ Do you know to speak clearly in so that the audience can understand you?	warm up your voice? ▪ Can you sing with good posture? ▪ Can you sing with good dictation of the words? ▪ Can you place your breath carefully? ▪ Can you use your voice to contrast in volume? ▪ To breath at the end of phrases. ▪ Sing solo or duet in the verse. **Performance** ▪ Who will announce the piece? ▪ What will they say? ▪ What actions or movement shall we include? ▪ Can you perform with the backing track? ▪ Can you review your performance?	the class to copy back? ▪ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. ▪ Musical Leadership: creating musical ideas for the group to copy or respond to. **Singing** ▪ Can you learn and practice the main vocal part for the whole song? ▪ Can you learn both the main and second parts of the whole song? ▪ Can you follow the coda? ▪ Can you learn the harmony part? ▪ Can you learn the second harmony part? **Playing Instruments** ▪ Can you use your instruments to play along with the	▪ Musical Leadership: creating musical ideas for the group to copy or respond to. ▪ Musical Leadership: creating musical ideas for the group to copy or respond to. **Singing** ▪ Can you create your own lyrics? ▪ Can you make your lyrics rhyme? ▪ Can you sing both choral parts? ▪ Can you control your pitch of your voice? ▪ Can you breath at the end and beginning of phrases to make it more musical? **Playing Instruments** ▪ Can you play along with your instruments? ▪ Can you play both parts on the glockenspiel? ▪ Can you play at	▪ Can you listen to your rhythm? ▪ Can you shuffle your rhythm? ▪ Can you turn the grid? ▪ Can you use syncopated rhythms in your composition? ▪ Can you use words and phrases to help you remember your composition? ▪ Can you remember your composition? ▪ Can you write down your composition for someone else to use and play? **Performance** ▪ Can you prepare for a performance of samba? ▪ Do you know to speak clearly in so that the audience can understand you? ▪ Can you lead a

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			- Can you stand correctly when performing? - Can you breath together when leading into a song? - Can you recognise when you are singing in tune and at pitch? - Can you listen to each other as you sing? - Can you warm up your choice before singing? - Can you remember the words of the - songs? - Can you sing with dynamics?		song? - Can you play the riff on instruments? Using notes A, G, E? - Can you use your instruments to answer a question? **Improvise** - Can you use your question? Instruments to answer a question? - Can you use the notes A, G, E to improvise an answer to a musical? **Composition** - Can you use A, G and E to compose on the computer? - Can you create an 8 bar composition? - Can you work in groups to compose? - Can you select appropriate note set to suit your instrument? - Can you perform your composition?	speed along with the song? - Can you play the recorder along with the song? - Can you play both parts along with the song? - Can you play all three riffs? **Improvise** - Can you improvise along with the song? - Can you answer a musical question on your instrument? - Can you play the riff using F and G? - Can you make up a question for the rest of the class? - Can you improvise using the notes F, G and A? - Can you improvise using all of the notes? - Can you play all three riffs? **Composition** - Can you use the rhythm grid to compose a	performance and be the conductor? - Ca you follow the conductor or leader? Can you play from memory or from a score?

| | | | | **Performance**
▪ Can you share your composition to the class?
▪ Can you remember the structure of the piece?
▪ Can you perform the song with the 2nd vocal part on the track?
▪ Can you perform both vocal parts and improvise?
▪ Can you sing both vocal parts and play your compositions?
▪ Can you create a video of your performance?
▪ Can you create an audio recording of your performance? | rhythm?
▪ Can you make your lyrics rhyme?
▪ Can you write you own rap?
▪ Can you follow your composition to play it?
▪ Can you compose 3 riffs?
▪ Can you change the pitch using the computer composer program?
▪ Can you recognise musical notation?
▪ Can you use 'quick beats' to compose an 8 bar composition using the variety of instruments?
Performance
▪ Can you play your instruments with the song?
▪ Can you improvise along with the song?
▪ Can you play your compositions along with the song?
▪ Can you perform | |

					• your solo? • Can you perform your riff? • Can you perform the whole song?	
Skill Progression	**Listen and Appraise** • To identify and move to the pulse with ease. • Use musical words when talking about the songs. • Talk about the music and how it makes you feel, using musical language to describe the music. • 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	**Listen and Appraise** • To confidently identify and move to the pulse. • To discuss the meaning of the words • Understand meaning of the song and the tradition • To discuss origins of the song • To discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music **Musical Activities** • To treat instruments carefully and with respect.	**Listen and Appraise** • To identify and move to the pulse with ease. • To think about the message of songs. • Use musical words when talking about the songs. • Talk about the music and how it makes you feel, using musical language to describe the music. • Listen carefully and respectfully to other people's thoughts about the music. **Musical Activities** • 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 **Singing**	**Listen and Appraise** • To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. • To think about the message of songs. • Talk about the music and how it makes you feel, using musical language to describe the music. • To compare two songs in the same style, talking about what stands ⬚out musically in each of them, their	**Listen and Appraise** • To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. • To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music* • To evaluate the success of own and others work,	**Listen and Appraise** • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Listen with attention to detail and recall sounds with increasing aural memory. • To identify most instruments in the samba and describe their timbres. • To explain the sections of the piece including break/bridge. • To understand what the musical introduction and outro and their purpose.

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thoughts about the music. **Musical Activities** ▪ Find the pulse. ▪ Lead the class by inventing rhythms for others to copy back. ▪ Copy back one-note riffs using simple and syncopated rhythm patterns. ▪ Copy back two-note riffs by ear and with notation. **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	**Singing** ▪ To sing back a phrase ▪ Pupils start to sing in unison and in two parts. ▪ To sing with awareness of being 'in tune'. ▪ To listen to each other and be aware of how you fit into the group. **Playing an instrument** ▪ Connection between sound and symbol (e.g. graphic/pictorial notation) **Composition**. ▪ Begin to understand simple notations to represent music, including pitch and volume **Performance** ▪ Communicate feeling in performance. ▪ *To perform with energy and*	▪ To demonstrate a good singing posture. ▪ To sing with awareness of being 'in tune'. ▪ To listen to each other and be aware of how you fit into the group. ▪ To sing in unison and to sing backing vocals. ▪ To follow a leader when singing. **Performance** ▪ To communicate the meaning of the words and clearly articulate them. ▪ 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...?" 🔲	similarities and differences. ▪ Use musical words when talking about the songs. **Musical Activities** ▪ 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. **Singing** ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To experience rapping and solo singing. **Playing Instruments** ▪ To listen to and follow musical instructions from a leader. ▪ To rehearse and perform their part within the context of the Unit song. ▪ Play a musical	suggesting specific improvements based on intended outcomes and comment on how this could be achieved. ▪ To identify and explore the relationship between sounds and how music can reflect different meanings. **Musical Activities** ▪ 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 three different notes **Singing** ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. **Playing Instruments** ▪ To rehearse and	▪ To recognize musical styles and traditions within the samba **Musical Activities** ▪ Body percussion copying rhythms using the body before moving on to instruments. ▪ To find and move to the pulse ▪ Lead the class by inventing rhythms for them t copy back Singing ▪ To follow a leader when singing. ▪ To enjoy exploring singing solo. ▪ To sing with awareness of being 'in tune'. ▪ To have an awareness of the pulse internally when singing. **Playing Instruments** ▪ To select and learn an instrumental

being 'in tune'. **Performance** ▪ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" ▪ To perform from memory or visually, using staff notation with confidence and accuracy ▪ Increasing accuracy fluency, control and expression.	*enthusiasm* ▪ *To perform to an audience* ▪ *To have time to rehearse* ▪ *To have a clear program of contents for the audience.* ▪ *To tell the audience what you are singing* ▪ *To record the performance to reflect upon* ▪ *To appraise performance and self evaluate*To confidently identify and move to the pulse. ▪ To discuss the meaning of the words ▪ Understand meaning of the song and the tradition ▪ To discuss origins of the song ▪ To discuss how the song makes them feel.		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. **Improvise** ▪ To copy back a phrase using instruments. ▪ To improvise using instruments in the context of a song to be performed. **Composition** ▪ Explain the keynote or home note and the structure of the melody. ▪ Listen to and reflect upon the developing composition 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. **Improvise** ▪ To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. **Composition** ▪ Listen to and reflect upon the developing composition and make [1] musical decisions about how the melody connects with the song. ▪ Explain the keynote or home note and the structure of the	part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation ▪ Play a musical instrument with the correct technique within the context of the unit song. ▪ To rehearse and perform their part. ▪ To follow the direction as part of an ensemble. ▪ Keeping a steady beat. ▪ Playing together with everybody whilst keeping a beat. ▪ Understanding how to rehearse a piece of music in order to

				make musical decisions about how the melody connects with the song.	melody.	improve.

make musical decisions about how the melody connects with the song.

Performance
- To choose what to perform and create a program.
- To communicate the meaning of the words and clearly articulate them.

melody.
- To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

Performance
- To play and perform with accuracy, fluency, control and expression
- To think about the audience when performing and how to create a specific effect.
- To choose what to perform and create a program.
- To communicate the meaning of the words and clearly articulate them.

improve.
- Demonstrate excellent posture when playing an instrument.

Improvise
- To improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo.
- Use additional notes and rhythms to show progression.
- To challenge self to play for longer periods both as solo and in response to others in a group.
- Think about creating phrases rather than just lots of notes played one after another.
- To include rests or silent beats

Composition

| | | | | | ▪ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" | ▪ Listen to and reflect upon the developing composition and make ⬚SEP musical decisions about pulse, rhythm, pitch, dynamics and tempo. ⬚SEP
▪ To record compositions in any way appropriate that recognizes the connection between sound and symbol (graphic/pictorial notation)
▪ To use a planned structure when composing
▪ To create music in response to other music or stimuli
▪ To use variety of rhythms
▪ To use musical notation or staff
▪ To use a wider range of dynamics

Performance |

					▪ To perform from memory or visually, using staff notation with confidence and accuracy.
					▪ Understand the significance of movement and performing space within all aspects of performance.
					▪ To lead parts of a rehearsal/performance individually or as part of a small group
					▪ To rehearse and present a holistic performance for a special event for an unfamiliar audience
					▪ To record the performance and say how they were feeling,

					what they were pleased with what they would change and why.
					▪ To think about others while performing.
					▪ Begin to understand simple notations to represent music, including pitch and rhythm
					▪ To collect feedback and reflect to ensure progression within future performances.
					.