

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem solving. *These will vary depending on the needs of each class.*

National Curriculum 2014

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

At Windmill Hill Academy, we use the Charanga Music Scheme of learning to support our teaching of Music. It provides a scheme for music, which acts as a guide for all pupils and specifies for teachers what, shall be taught in each age group. It provides a coherent framework for setting high standards of learning in Music and enabling pupils to reach their potential.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in **orange**.

RE	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 30-50 months 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: <ul style="list-style-type: none"> ▪ Understanding the World ▪ Expressive Arts and Design 		
	30-50 Months	Expressive Arts and Design	Exploring and Using Media and Technology
			To sing a few familiar songs. To imitate movement in response to music. <small>[1] [SEP]</small>

Windmill Hill Academy
Music Knowledge and Skills Organiser

		Design	Materials	To tap out simple repeated rhythms. To explore and learn how sounds can be changed.
			Being Imaginative	To develop a preference for forms of expression. To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To sing to self and make up simple songs. To make up rhythms. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	To begin to build a repertoire of songs and dances. To explore the different sounds of instruments.
			Being Imaginative	To create simple representation Of events, people and objects.
	ELG	Understanding the World	Technology	To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
		Expressive Arts and Design	Exploring and Using Media and Materials	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
			Being Imaginative	To use what they have learnt about media and materials ^[1] in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
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! <ul style="list-style-type: none"> 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 	Autumn 2 My Stories <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O'Roses Hickory Dickory Dock Not Too Difficult The ABC Song 	Spring 1 Everyone! <ul style="list-style-type: none"> 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 	Spring 2 Our World <ul style="list-style-type: none"> Old Macdonald Incy wincy Spider Baa Baa Black Sheep Row, Row Row Your Boat The Wheels On The Bus The Hokey Cokey 	Summer 1 Big Bear Funk <i>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</i> <ul style="list-style-type: none"> 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 	Summer 2 Reflect, rewind and replay <i>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.</i>
Knowledge	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Can you tell me who the singer was? What was the song called? Did the music make you feel happy or sad? Did any colours pop into your 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What was the song called? How did the song make you feel? What pictures and colours pop into your head? What is the song about? Did you hear any 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What was the song called? Did the music make you feel happy or sad? Listening and responding to different styles of music. Have you heard this 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Did the music make you feel happy or sad? What is the song about? Do you like the song? <u>Musical Activities</u> <ul style="list-style-type: none"> Can you find the pulse in different 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Did the music make you feel happy or sad? What instruments can you hear? How many voices can you hear? Are they male or female? <u>Musical Activities</u>	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What can you hear? Can you hear the horns? How does the music make you feel? What instruments can you hear in this

	<p>head?</p> <ul style="list-style-type: none"> What was the song about? Listening and responding to different types of music. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing high? Can you sing low? Can you sing along with the music? Can you stand up straight to sing? Can you sing the whole song? Can you imitate 	<p>voices?</p> <ul style="list-style-type: none"> Were they male or female? Do you like the music? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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 without lyrics and respond with movement. <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing with the backing track? Can you sing the whole song? Can you follow a rhythm pattern? Can you use actions to help with the singing? Learning to sing action nursery 	<p>song before?</p> <ul style="list-style-type: none"> What is the song about? How does it make you feel? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? Can you clearly sing the words to the song so that everyone can hear 	<p>ways?</p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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 and action songs. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you hold the beaters correctly? 	<ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing along with the music? Can you internalise the song? Can you sing the whole song? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you hold your instruments correctly? Can you play them in time? Can you move from a C to a D on 	<p>music?</p> <ul style="list-style-type: none"> 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? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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 back a musical phrase? Can you find the downbeat of each bar?
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	<p>sounds of: a fire engine, a bee buzzing a cat meowing etc....?</p> <ul style="list-style-type: none"> Learning to sing action nursery rhymes. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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? 	<p>rhymes.</p> <ul style="list-style-type: none"> Learning to sing along with nursery rhymes with actions. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you explore high and low sounds? Can you create sounds using our voice and instruments? Make up rhythms using 1 note. 	<p>the words?</p> <ul style="list-style-type: none"> Can you remember the words to the songs? Can you use your voice in a variety of ways including rap? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 own sounds? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you create your own sounds? 	<ul style="list-style-type: none"> Do you know the name of the instrument that you are playing? Can you play C, D to accompany some of the songs? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you explore high and low pitches with your voices? Can you create your own sounds using instruments or your voices? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you create your own rhythm? Can you create your own sounds? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you share and perform the songs learnt? Can you practise each verse and chorus ready for a performance? Can you record a performance and watch it back to reflect? 	<p>tuned percussion?</p> <ul style="list-style-type: none"> Can you play a rhythmic riff using D? Playing instruments within the song. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Can your riff be recorded? Can you create your own sounds? Can you write the note names to form a composition? Riff based composition. <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you share and perform the songs learnt? Can you rehearse the song using the 	<ul style="list-style-type: none"> Can you feel the stronger 1st beat of the bar? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you play the compositions on your instrument? Can you hold your instrument correctly? Do you know the name of your instrument? Can you play it loudly and
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Progression	<ul style="list-style-type: none"> To start to talk about features of the song e.g. male or female singers. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To imitate movement in response to music. [SEP] To tap out simple repeated rhythms. [SEP] To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing a few familiar songs Use the voice in different ways Explore singing high and low notes Copy back singing with words Copy back singing with 'la' 	<ul style="list-style-type: none"> To start to talk about features of the song e.g. male or female singers. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To imitate movement in response to music. [SEP] To tap out simple repeated rhythms. [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. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing a few familiar songs. Use the voice in different ways. Explore singing high and low notes. Copy back singing with words. Copy back singing with 'la'. Copy back singing 	<ul style="list-style-type: none"> Listen and respond to different styles of music. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise leading to playing classroom instruments. To make different sounds using instruments. 	<ul style="list-style-type: none"> Listen and respond to different styles of music. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. Open mouths to project words clearly. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Explore using instruments to 	<ul style="list-style-type: none"> Listen and respond to different styles of music. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To add movement to songs. To add actions to songs. To find the pulse. To move in time with the pulse. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. Use good singing posture. Open mouths to project words clearly. <p><u>Playing Instruments</u></p>	<ul style="list-style-type: none"> Listen and respond to different styles of music. <ul style="list-style-type: none"> Start identifying different instruments. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. Use good singing
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	<p><u>Performance</u></p> <ul style="list-style-type: none"> To develop a preference for forms of expression. 	<p>with words.</p> <ul style="list-style-type: none"> Copy back singing with 'la'. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To play in time with the music. Hold the instrument with care and in correct position. <p><u>Improvise</u></p> <ul style="list-style-type: none"> To make sounds using voices. To make different sounds using instruments. <p><u>Composition</u></p> <ul style="list-style-type: none"> Create a sequence of sounds. <p><u>Performance</u></p> <ul style="list-style-type: none"> To develop a preference for forms of expression. 	<p><u>Performance</u></p> <ul style="list-style-type: none"> Share and perform the learning that has taken place. 	<p>create music alongside a song.</p> <ul style="list-style-type: none"> Use instruments to play in time with the song (one note). Playing instruments with care. Holding beaters correctly. <p><u>Performance</u></p> <ul style="list-style-type: none"> Share and perform the learning that has taken place. 	<ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> To make sounds using voices. To make different sounds using instruments. Create own rhythms. <p><u>Performance</u></p> <ul style="list-style-type: none"> Share and perform the learning that has taken place. 	<p>posture.</p> <ul style="list-style-type: none"> Open mouths to project words. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Create own rhythms. <p><u>Composition</u></p> <ul style="list-style-type: none"> Use the computer to make up rhythms. Use the computer program to create a repeated pattern using 2 notes. <p><u>Performance</u></p> <ul style="list-style-type: none"> Share and perform the learning that has
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						<p>taken place.</p> <ul style="list-style-type: none"> Record performances and reflect on what went well.
Meta Cognition						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion <i>Hey you! By Joanna Mangona:</i> Old School Hip-Hop Listen and Appraise: <ul style="list-style-type: none"> <i>Hey you! By Joanna Mangona</i> <i>Me, Myself And I by De La Soul</i> <i>Fresh Prince Of Bel Air by Will Smith</i> <i>Rapper's Delight By The Sugarhill Gang</i> <i>U Can't Touch This by MC Hammer</i> <i>It's Like That by Run DMC</i> 	Natural elements <i>Rhythm in the way that we walk:</i> Reggae Listen and Appraise: <ul style="list-style-type: none"> <i>The Planets, Mars by Gustav Holst</i> <i>Tubular Bells by Mike Oldfield</i> <i>The Banana Rap by Jane Sebba</i> <i>Happy by Pharrell Williams</i> <i>When I'm 64 By The Beatles</i> 	Civilisation <i>In the Groove</i> Blues, Baroque, Latin, Bhangra, Folk, Funk Listen and Appraise: <ul style="list-style-type: none"> <i>How Blue Can You Get by B.B. King</i> <i>Let The Bright Seraphim by Handel</i> <i>Livin'La Vida Loca by Ricky Martin</i> <i>Jai Ho by J.R. Rahman</i> <i>Lord Of The Dance by Ronan Hardiman</i> <i>Diggin' On James Brown by Tower Of Power</i> 	Environmental <i>Round and Round: Bossa Nova</i> Listen and Appraise: <ul style="list-style-type: none"> <i>Round And Round (Bossa Nova) by Joanna Mangona</i> <i>Livin'La Vida Loca (latin/Pop) by Ricky Martin</i> <i>March Of The Empire (Film music) by John Williams</i> <i>It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Buble</i> <i>Why Don't You (Big Band Dance) by Gamophonedzie</i> <i>Oye Como Va (Latin/Jazz) by Santana</i> 	Discoveries <i>Your Imagination:</i> Pop Listen and Appraise: <ul style="list-style-type: none"> <i>Your Imagination by Joanna Mangona and Pete Readman</i> <i>Supercalifragilistic expialidocious from Mary Poppins</i> <i>Pure Imagination from Willy Wonker & The Chocolate Factory</i> <i>Daydream Believer by The Monkeys</i> <i>Rainbow Connection from The Muppet Movie</i> <i>A Whole New World from</i> 	Culture <i>Reflect, Rewind and reply:</i> Classical Listen and Appraise: <ul style="list-style-type: none"> <i>A Song Before Sunrise by Delius – 20th Century</i> <i>The Fresh Prince Of Bel Air by Will Smith</i> <i>The Firebird by Stravinsky – 20th Century</i> <i>When I'm 64 by The Beatles</i> <i>The Bird by Prokofiev – 20th Century</i> <i>Hai Ho by A.R. Rahman</i> <i>Grand March from Aida by Verdi – Classical</i> <i>Oye Como Va by Santana</i>

					Aladdin	<ul style="list-style-type: none"> ▪ <i>Bolero by Ravel – 20th Century</i> ▪ <i>Pure Imagination from the film Charlie And The Chocolate Factory</i> ▪ <i>The Lamb by John Tavener – Contemporary</i> ▪ <i>Rainbow connection sung by Kermit The Frog</i>
Knowledge	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ 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? ▪ Is there a hook? ▪ What is the style of this music? ▪ How is this song put together? ▪ What are the 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ 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? ▪ Is the tempo fast, slow or in between? ▪ Is the music loud or quiet or in between? ▪ Is it the same 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ 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? ▪ Is the texture thick or thin or in between? ▪ Are they many layers of sound? ▪ Does the tempo change or stay the same? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ 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 or thin or in-between? ▪ Does the texture change in the music? ▪ How? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ Does this song tell a story? ▪ What is the story? ▪ What can you hear? ▪ How does the music make you feel? ▪ What did you like about the song? <u>Musical Activities</u> <ul style="list-style-type: none"> ▪ Can you feel and follow the pulse of the music? ▪ Can you move in different ways to the different styles of music? <u>Singing</u> <ul style="list-style-type: none"> ▪ To imitate 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ 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 some history of music? ▪ Can you look back at the music that we have learnt over the year and reflect?

	<p>style indicators of old school hip-hop?</p> <ul style="list-style-type: none"> 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. <p>Musical Activities</p> <ul style="list-style-type: none"> Can you feel the pulse? What is rhythm? How does rhythm and pitch work together? Can you clap back this rhythm? To know some of the sounds 	<p>throughout or does it vary?</p> <ul style="list-style-type: none"> 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? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you feel and tap the pulse? Can you copy the rhythm? To know some of the sounds that instruments have. <p>Singing</p> <ul style="list-style-type: none"> Can you copy the pitch? Can you remember the words? Can you move in time with the music and singing? Can you say the words in time with the music? Can you say the words with rhythm? 	<ul style="list-style-type: none"> 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? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you feel and follow the pulse of the music? To know some of the sounds that instruments have. 	<ul style="list-style-type: none"> 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/structure? <p>Musical Activities</p> <ul style="list-style-type: none"> 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. <p>Singing</p> <ul style="list-style-type: none"> Can you use your voice to copy back a phrase? Can you warm up our voice? Can you use your voice to listen and answer a phrase using 2 notes? 	<p>changes in pitch when singing and changes voice to suit.</p> <p>Playing Instruments</p> <ul style="list-style-type: none"> 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? <p>Improvise</p> <ul style="list-style-type: none"> 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 what could be improved and how? (Rhythms of words). <p>Composition</p> <ul style="list-style-type: none"> Can you give ideas for a class 	<ul style="list-style-type: none"> 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? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you feel and follow the pulse of the music and move to the pulse? Can you use body percussion to clap the beat and rhythm? <p>Singing</p> <ul style="list-style-type: none"> Can you perform songs that you have learnt
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	<p>that instruments have.</p> <ul style="list-style-type: none"> To know that music has a steady pulse. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you copy the phrase using instruments? Can you use 2 notes to repeat a phrase and play back own answer? Learn the names of the instruments that they are playing. 	<ul style="list-style-type: none"> Can you pick out the rhythm in the words? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the song with instrumental accompaniment? 	<ul style="list-style-type: none"> Can you move in different ways to the different styles of music? To know that music has a steady pulse. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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 the name of the instrument that they are playing. To know some of the notes that they are playing. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you listen and clap back, then listen 	<p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose a section to go in the song? Understand composing is like writing a story with music. To understand that everyone can compose. <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the song? Can you perform 	<p>composition?</p> <ul style="list-style-type: none"> Can you compose for instruments? Can you compose using a mix of instruments? 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform using instruments? Can you perform the song with composition within? 	<p>throughout the year?</p> <ul style="list-style-type: none"> Can you warm up your voice? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you use 'on screen composer' resource to compose a short piece of music? Can you select a backing track? Can you select 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
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	<p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose together as a class? Can you use technology to compose a tune to loop? (.wav) <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you record your composition? Can you add movement to your performance? Can you sing the whole 		<p>and clap your own answer? (Rhythms of words)</p> <ul style="list-style-type: none"> Can you take it in turns to improvise using C or C and D? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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, loop and volume? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you play back your composition? Can you perform the song using the structure? 	<p>the song with instruments accompanying the vocals?</p> <ul style="list-style-type: none"> Can you perform the song with an improvisation section within the song? Can you sing the song and perform compositions? 		<p>symbols to notate?</p> <ul style="list-style-type: none"> Can you shuffle your rhythms to create new patterns? Can you turn your grid? <p><u>Performance</u></p> <ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> song? Can you perform and share the song? Can you add dynamics to create interest to audience? 		<ul style="list-style-type: none"> Can you sing and play with instrumental parts? 			
Skill Progression	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Pupils start to express in words how different music makes them feel. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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 start to follow basic musical instructions. Can you listen and clap back then listen and clap your own 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To start to express in words how different music makes them feel. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To listen and review their own learning and can suggest ways to improve their music e.g. play faster and louder. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To identify and recall repeated patterns and start to follow basic musical instructions. <p><u>Singing</u></p> <ul style="list-style-type: none"> Start to learn that they can make different types of sounds with their voices. To start to learn to start and stop singing when following a leader. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To talk about how music makes you feel or want to move. ^[1]_{SEP} 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Learn to start and stop singing when following a leader. <p><u>Singing</u></p> <ul style="list-style-type: none"> To learn that they can make different types of sounds with their voices. Sing the song and play instrumental parts within the 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To listen and review their own learning and can suggest ways to improve their music e.g. play faster and louder. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To listen and clap back a rhythm. To create rhythms for others to play. <p><u>Singing</u></p> <ul style="list-style-type: none"> To learn about voices, singing notes of different pitches (high and low). Learn to start and stop singing when following a leader. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Learn to play an instrumental part that matches their musical challenge, 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To think about and make simple suggestions about what could make their own work better. E.g.: play faster or louder. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Pupil can listen with focus and recall sounds with increasing aural memory. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader and to

	<p>answer?</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To start to learn to play an instrumental part that matches their musical challenge. To start to choose instruments to play and 	<p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Learn to play an instrumental part that matches their musical challenge. Listen to and follow musical instructions from a leader. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Pupils start to explore a combination of musical sounds. Pupil with support can combine musical elements to create different moods and 	<ul style="list-style-type: none"> To start to play a tuned instrumental part with the song they perform. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Pupils create short musical patterns Pupils explore creating a different mixture of sounds (Long and short, loud and quiet, high and low). <p><u>Performance</u></p> <ul style="list-style-type: none"> To think about others when performing. To perform simple rhythmical patterns, beginning to show an awareness of pulse. 	<p>song.</p> <ul style="list-style-type: none"> Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform compositions within the song. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> To explore creating a different mixture of sounds (Long and short, loud 	<p>using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <ul style="list-style-type: none"> Listen to and follow musical instructions from a leader. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> To use a mixture of sounds to create a sequence of sounds. To compose using different instruments. 	<p>take it in turns to lead.</p> <ul style="list-style-type: none"> Use voices in different ways such as speaking, singing and chanting. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Confidently Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and a range of instruments, listen and sing back, then listen
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	<p>perform rhythmical patterns.</p> <ul style="list-style-type: none"> To start to listen to and follow musical instructions from a leader. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> To create short musical patterns. To start to explore a combination of musical sounds. With support, begin to use 	<p>effects.</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> Pupil start thinking and listening to others when performing. 		<p>and quiet, high and low).</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To compose a simple tune with support of class. Compose using computer programme Navigate the computer programme to operate volume, rewind, loop and pause. <p><u>Performance</u></p> <ul style="list-style-type: none"> To think about others when performing. To perform composition during break section on the song. 	<p>and play your own answer.</p> <ul style="list-style-type: none"> Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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. To combine musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used to create different moods
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	<p>shapes and symbols to represent sound.</p> <p>Performance</p> <ul style="list-style-type: none"> 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. 					<p>and effects.</p> <p>Performance</p> <ul style="list-style-type: none"> 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.
Meta Cognition						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion <i>Hands hearts and feet</i> South African music	Natural elements <i>Ho Ho Ho</i> Listen and Appraise:	Civilisation <i>I wanna play in a band</i> Listen and Appraise:	Environmental <i>Zoo Time</i> Listen and Appraise:	Discoveries <i>Friendship song</i> Listen and Appraise:	Culture <i>Reflect, Rewind and Replay</i>

	<p>Listen and Appraise:</p> <ul style="list-style-type: none"> ▪ <i>Hands, Feet, Heart</i> by Joanna Mangona ▪ <i>The Click Song</i> sung by Miriam Makeba ▪ <i>The Lion Sleeps Tonight</i> sung by Soweto Gospel Choir ▪ <i>Bring Him Back</i> by Hugh Masekela ▪ <i>You Can Call Me Al</i> by Paul Simon ▪ <i>Hiokoloza</i> by Arthur Mofokate 	<ul style="list-style-type: none"> ▪ <i>Ho Ho Ho</i> by Joanna Mangona ▪ <i>Blame it on the Boogie</i> by The Jackson 5 ▪ <i>Bring Him Back Home (Nelson Mandela)</i> by Hugh Masekela ▪ <i>Suspicious Minds</i> by Elvis Presley ▪ <i>Sir Duke</i> by Stevie Wonder ▪ <i>Fly Me to the Moon</i> by Frank Sinatra 	<ul style="list-style-type: none"> ▪ <i>I Wanna Play In A Band</i> by Joanna Mangona ▪ <i>We Will Rock You</i> by Queen ▪ <i>Smoke On The Water</i> by Deep Purple ▪ <i>Rockin' All Over The World</i> by Status Quo ▪ <i>Jonny B. Goode</i> by Chuck Berry ▪ <i>I Saw Her Standing There</i> by The Beatles 	<ul style="list-style-type: none"> ▪ <i>Zootime</i> by Joanna Mangona ▪ <i>Kingston Town</i> by UB40 ▪ <i>Shine</i> by ASWAD ▪ <i>I.G.Y</i> by Donald Fagen ▪ <i>Feel Like Jumping</i> by Marcia Griffiths ▪ <i>I Can See Clearly Now</i> by Jimmy Cliff 	<ul style="list-style-type: none"> ▪ <i>Friendship Song</i> by Joanna Mangona and Pete Readman ▪ <i>Count On Me</i> by Bruno Mars ▪ <i>We Go Together</i> (From Grease Soundtrack) ▪ <i>You Give A Little Love</i> from Bugsy Malone ▪ <i>That's What Friends Are For</i> by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ▪ <i>You've Got A Friend In Me</i> by Randy Newman 	<p>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.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> ▪ <i>Peer Gynt Suite: Anitra's Dance</i> by Edvard Grieg – Romantic ▪ <i>Bring Him Back Home (Nelson Mandela)</i> by Hugh Masekela ▪ <i>Brandenburg Concerto No 1</i> by Johann Sebastian Bach – Baroque ▪ <i>Fly Me To The Moon</i> sung by Frank Sinatra ▪ <i>From the Diary Of A Fly</i> by Bela Bartok – 20th Century ▪ <i>Fantasia on Greensleaves</i> by Vaughn Williams
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						<p>– 20th Century</p> <ul style="list-style-type: none"> ▪ <i>Feel Like Jumping</i> by Marcia Griffiths ▪ <i>Dance Of The Sugar Plum Fairy</i> by Tchaikovsky – Romantic ▪ <i>You've Got A Friend In Me</i> by Randy Newman ▪ <i>The Robots (Die Roboter)</i> by Kraftwerk ▪ <i>Count On Me</i> by Bruno Mars
Knowledge	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ How is the music put together? ▪ How many singers can you hear? ▪ Are they male or female? ▪ Which instrument 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ▪ 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 structure or form of the music? ▪ How is the song put together? ▪ Are there many voices singing or 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ How is the music put together? ▪ What instruments play the solo? ▪ Is the texture thick or thin? ▪ Is the dynamics loud or soft? ▪ Is the tempo fast or slow? ▪ Is the tempo the same throughout? ▪ What are the style 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ How is the music put together? ▪ How many instruments can you hear? ▪ Which instruments can you hear? ▪ Which instruments play the solo? ▪ Are there many layers of sound or 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ▪ 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? ▪ What does the song make you think of? ▪ How old do you think the song is? ▪ How is the music 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ▪ 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 instruments can you hear? ▪ To know five songs by heart ▪ To know songs have a chorus or

	<p>plays the solo?</p> <ul style="list-style-type: none"> Is there a hook? Is the texture thick 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? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you find the pulse? Can you listen to the rhythm and clap it back? Can you find the rhythm in words with one 	<p>just one or two?</p> <ul style="list-style-type: none"> Is the volume consistent all the way through? <p>Musical Activities</p> <ul style="list-style-type: none"> 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? <p>Singing</p> <ul style="list-style-type: none"> Can you sing back a phrase? Can you answer a phrase using your voice? To know five and sing five songs from memory. <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you play back a phrase on instruments? Can you answer a phrase using instruments? Can you play your instruments using the score? Know the names of notes. 	<p>indicators of this song?</p> <ul style="list-style-type: none"> How is the song put together? To know five songs by heart. <p>Musical Activities</p> <ul style="list-style-type: none"> 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? 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 <p>Singing</p> <ul style="list-style-type: none"> Can you listen and sing back a response? To confidently know and sing five songs from memory. <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you play the glockenspiel along with the music? Can you follow the 	<p>just one or two?</p> <ul style="list-style-type: none"> 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. <p>Musical Activities</p> <ul style="list-style-type: none"> Can you confidently find and move to the pulse? Can you listen to the rhythm and clap it back? (Longer phrases) Can you create rhythms for others to copy? <p>Singing</p> <ul style="list-style-type: none"> Can you sing back a phrase? Can you answer a phrase using your 	<p>put together?</p> <ul style="list-style-type: none"> 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? What are the style indicators of reggae? Do the lyrics tell a story or have a message? 	<p>a response/answer part</p> <ul style="list-style-type: none"> To know that songs have a musical style <p>Musical Activities</p> <ul style="list-style-type: none"> 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 <p>Singing</p> <ul style="list-style-type: none"> Can you sing back a phrase? Can you answer a phrase using your voice?
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	<p>and two syllables whilst marching the steady beat?</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you play back a short phrase on instruments? Know the names of unturned percussion instruments played in class. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you listen and clap back, then listen and clap your own answer? (Rhythms of words) Can you play 	<p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you sing the sing and play instrumental parts within the song? Can you sing the song? 	<p>notation?</p> <ul style="list-style-type: none"> Can you play in time with the music? Can you rehearse on your instruments ready for a performance? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you clap back a response to a rhythm? Using voices and instruments; Can you play a two-note response moving between two notes? (F moving to G.) Can you take it in turns to improvise using F or F and G? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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? Can you use the computer program 	<p>voice?</p> <ul style="list-style-type: none"> 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you listen and clap back, then listen and clap your own answer? (Rhythms of words). Can you take it in turns to improvise 	<p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you use your voices and instruments to listen and sing back, then listen and play your own answer using two notes, with G moving to E? 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know why we need to warm up our voices. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you listen and clap back to a phrase, then listen and clap your own answer? (Rhythms of words). Can you use your
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	<p>back a phrase using C and D moving between the two notes?</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the song in the correct order? Can you reflect on your performance? Can you perform the 		<p>to change the</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> 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? 	<p>using notes of the song?</p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you work together to compose a piece independent of the teacher? Can you use the computer composer to support notation, 	<ul style="list-style-type: none"> Can you play the glockenspiel part using E, G, A and B? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose a short tune and learn how to play it? Can you use the computer program to drag and drop notes onto a grid/score to record your 	<p>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?</p> <ul style="list-style-type: none"> Can you take it in turns to improvise using C or C and D and other notes whilst keeping in time? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you use 'on screen composer' resource to compose a short piece of music? Can you select an appropriate note to begin your composition? Can you create an 8 bar block composition? Can you play your 8 bar composition using instruments?
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	<p>song with your compositions?</p> <ul style="list-style-type: none"> Can you perform the song with instruments? 			<p>dragging and dropping notes to compose a piece?</p> <ul style="list-style-type: none"> 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the song with your composition in the music? Can you perform the whole song? Can you reflect on your performance? 	<p>composition?</p> <ul style="list-style-type: none"> Can you save your composition? Can you navigate the controls to change the volume, play it back, pause, and rewind, and loop it? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform your composition? Can you play/sing the song? Can you add movement to your song? 	<ul style="list-style-type: none"> 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> 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
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						instrument within the song?
Skills Progression	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find the pulse. To copy a rhythm back. To keep a steady beat. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. To know that we can create rhythms from words, our names, favorite food, colours and animals. <p><u>Singing</u></p> <ul style="list-style-type: none"> To listen and sing 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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 different sections of a song. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find the pulse. To keep in time with the music. Listen to rhythm and copy it back. Listen and sing/play 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find and demonstrate the pulse. To know the difference between pulse and rhythm. To know how pulse, rhythm and pitch work together. Know every piece of music has a steady beat. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To begin to 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find and demonstrate the pulse. To know the difference between pulse and rhythm. To know how pulse, rhythm and pitch work together. Know every piece of music has a steady beat. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn about voices singing notes of different

	<p>names, favorite food, colours and animals.</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ To treat instruments carefully and with respect. ▪ Learn to play a tuned instrumental part that matches their 	<p>back, and some different vocal warm-ups building up musical memory and pitch control.</p> <ul style="list-style-type: none"> ▪ 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ Learn to play a tuned instrumental part that matches their musical challenge ▪ Play the part in time with the steady pulse. <p><u>Improvise</u></p> <ul style="list-style-type: none"> ▪ Listen and clap 	<p>back</p> <ul style="list-style-type: none"> ▪ Listen back and sing warming up voice ▪ 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ 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, simple or medium part). ▪ Play the part in time with the steady pulse. <p><u>Improvise</u></p> <ul style="list-style-type: none"> ▪ Listen and clap back, then listen and clap your own answer 	<p>(spoken word with rhythm).</p> <ul style="list-style-type: none"> ▪ Learn to find a comfortable singing position <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> ▪ Listen and clap back, then listen and clap your own answer with increasing accuracy (rhythms of words). ▪ Use voices and a range of instruments, listen and sing back, then listen and play 	<p>can make different types of sounds with their voices – ^[SEP]you can rap (spoken word with rhythm).</p> <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> ▪ 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 	<p>pitches (high and low) and have more control over voices. ^[SEP]To explore making different types of sounds with their voices.</p> <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ Listen to and follow musical instructions from a leader and take turns in being the leader. <p><u>Improvise</u></p> <ul style="list-style-type: none"> ▪ Listen and clap back, own answer (rhythms of words). ▪ Use voices and instruments, listen and sing back, then listen 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
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	<p>musical challenge</p> <ul style="list-style-type: none"> Play the part in time with the steady pulse. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> To create simple compositions using 3 notes. 	<p>back, then listen and clap your own answer (rhythms of words).</p> <ul style="list-style-type: none"> Use voices and tuned and untuned 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> Sing clearly so that the words are clear. To perform the song with intended structure. Sing the song with instruments accompanying the song. Play instrumental parts along with the song. 	<p>(rhythms of words).</p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> Record the performance and say how they were feeling about it. To remember the structure of the song 	<p>your own answer using a variety of notes.</p> <ul style="list-style-type: none"> Take it in turns to improvise using a variety of notes. <p><u>Performance</u></p> <ul style="list-style-type: none"> Record the performance and say how they were feeling about it and what improvements can be made. 	<p>one or two notes.</p> <ul style="list-style-type: none"> Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> Record the performance and say how they were feeling about it. 	<p>different notes.</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> Learn how basic musical notation and changed if necessary <p><u>Performance</u></p> <ul style="list-style-type: none"> Record the performance and say how they were feeling about it and how it can be improved using musical language.
Meta Cognition						

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion Let your Spirits fly Listen and Appraise: <ul style="list-style-type: none"> Let Your Spirit Fly by Joanna Mangona Colonel Bogey March by Kenneth Alford Consider Yourself from the musical Oliver Ain't No Mountain High Enough by Marvin Gaye You're the First, the Last, My Everything by Barry White 	Natural elements Glockenspiel stage 1 Listen and Appraise: <ul style="list-style-type: none"> Easy E Strictly D Drive 07 deeCee's Blues What's Up? D-E-F-infinity Roundabout March of the Golden Guards Portsmouth 	Civilisation Three little birds Listen and Appraise: <ul style="list-style-type: none"> 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 	Environmental The dragon song Music from around the world. Listen and Appraise: <ul style="list-style-type: none"> The Dragon Song by Joanna Mangona and Pete Readman Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song form Sudan 	Discoveries Bringing us together Listen and Appraise: <ul style="list-style-type: none"> Bringing Us Together by Joanna Mangona and Pete Readman Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce 	Culture Reflect rewind and replay 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. Listen and Appraise: <ul style="list-style-type: none"> L'Homme Arme by Robert Morton (Early Music) Ain't No Mountain High Enough Sung by Marvin Gaye and Tammi Terrell Talvin Singh Small People by Ziggy Marley Gwyneth Herbert The Clock: 11 Andante by Franz Joseph Haydn (Classical) Vaishnava Jana Piano Concerto: Allegro Maestoso by Franz Liszt

						<ul style="list-style-type: none"> ▪ <i>Birdsong (Chinese Traditional)</i> ▪ <i>We Are Family by Sister Sledge</i>
Knowledge	<p><u>Listen and appraise (Reflect)</u></p> <ul style="list-style-type: none"> ▪ Who wrote the song? ▪ How do the lyrics make you feel? ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of the music? ▪ How is it put together? ▪ How many singers? ▪ Are they male or female? ▪ Are they singing in unison or in harmony? ▪ Solo or backing? ▪ How many instruments are 	<p><u>Listen and appraise (Reflect)</u></p> <ul style="list-style-type: none"> ▪ Can you name the instruments played? ▪ Can you describe the temp? Rhythm? Dynamics? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> ▪ What is the difference between pulse and rhythm? ▪ Do you know how rhythm and pulse and pitch work together? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> ▪ Can you play as part of the class or in a group? ▪ Can you follow a conductor? ▪ Can you listen to 	<p><u>Listen and appraise (Reflect)</u></p> <ul style="list-style-type: none"> ▪ 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 singers/instruments 	<p><u>Listen and appraise (Reflect)</u></p> <ul style="list-style-type: none"> ▪ What country do you think this music is from? ▪ What can you hear? ▪ How does this music make you feel? ▪ What did you like about the song? ▪ What language do you think it might be? ▪ What do you think it is about? ▪ How are the songs different and how are they the same? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> ▪ Can you find and keep the pulse and the tempo? ▪ Can you move in time with the 	<p><u>Listen and appraise (Reflect)</u></p> <ul style="list-style-type: none"> ▪ 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? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> ▪ 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 hear using 	<p><u>Listen and appraise (Reflect)</u></p> <ul style="list-style-type: none"> ▪ 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? <p><u>Playing Instrument</u></p> <ul style="list-style-type: none"> ▪ Can you listen and copy back

	<p>there in the backing sound track?</p> <ul style="list-style-type: none"> Do any of the instruments play a solo? Is there a hook? What are the words for the hook? What is the style of the music? 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? What are the style indicators of R&B? What is the form/structure of the song? How is this song put together? AABA? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you find the pulse? 	<p>each other as you play?</p> <ul style="list-style-type: none"> Can you listen and play it back? <p>Improvisation</p> <ul style="list-style-type: none"> Can you play and improvise using your instrument? Can you listen and play a response on your own answer using one note: E? Can you take it in turns to improvise using one note: D? Can you take it in turns to improvise using D, E and F? Can you improvise using C, D and E? <p>Composition</p> <ul style="list-style-type: none"> Using the notes C and D can you compose an 8 bar block. <p>Performance</p> <ul style="list-style-type: none"> Do you know that performing is sharing music with an audience? Do you know and 	<p>playing or just one or two?</p> <ul style="list-style-type: none"> 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? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you find and move to the pulse? Can you identify the Reggae rhythm? <p>Singing</p> <ul style="list-style-type: none"> Can you sing the song and improvise using instruments or voices within the song? <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you use instruments to listen and play your own answer using one note: C and D? 	<p>music?</p> <p>Singing</p> <ul style="list-style-type: none"> Can you sing the song as part of the class? Can you sing the correct lyrics and pronounce the words correctly? Can you sing with confidence? Can you sing in time with the music? Can you sing more than one of the parts? Can you sing the chorus off by heart? Can you sing the second vocal part? Can you use instruments to listen and play your own answer using one note: G, A and B? Can you use instruments to listen and play your own answer using one note: C and D? <p>Improvise</p>	<p>instruments?</p> <p>Singing</p> <ul style="list-style-type: none"> Can you learn the song in sections? <p>Playing Instrument</p> <ul style="list-style-type: none"> Can you listen and copy back using two notes: C and A? <p>Improvise</p> <ul style="list-style-type: none"> Using your instruments can you listen and play your own answer using two notes: C and A? <p>Composition</p> <ul style="list-style-type: none"> Can you create a class melody to play over the chorus? <p>Performance</p> <ul style="list-style-type: none"> Can you sing and play instrumental parts within the song? Can you sing the song and perhaps play instruments, improvise or perform your compositions within the song? 	<p>using two notes</p> <ul style="list-style-type: none"> Using your instruments Can you listen and play your own answer using two notes? Can you play music in time with each other? Can you follow a leader? <p>Improvisation</p> <ul style="list-style-type: none"> Can you play and improvise using your instrument? <p>Composition</p> <ul style="list-style-type: none"> Using on screen percussion writer can you create your own version of clash and a bang in class or in groups? Rhythm Grid work Can you choose a time signature? Can you drag and drop chosen blobs to create musical notation? Can you play the track? Can you listen to
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	<ul style="list-style-type: none"> Can you move in time to the pulse? Does this piece of music have a steady pulse? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you follow a conductor? Can you play and improvise using your instrument? Can you listen and play a response on your own answer using one note: C? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you listen and clap back a 	<p>have planned everything that will be performed?</p> <ul style="list-style-type: none"> Do you know to speak clearly in so that the audience can understand you? 	<ul style="list-style-type: none"> Can you sing the words to the song? Using your instruments listen and play your own answer using two notes C and D? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 play own answer using one or two notes C and D? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you explain that a composition is created by yourself and written like a 	<ul style="list-style-type: none"> Can you listen and copy back using the notes G, A + B? Using your instruments, can you listen and play your own answer using any of these notes: G, A or B? Can you take turns to lead? Can you use instruments correctly? Can you play music in time with each other? Can you follow a leader? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform and share what you have learnt during this song? Can you perform using instruments to accompany you? Can you use instruments to improvise in a performance? 	<p>your rhythm?</p> <ul style="list-style-type: none"> Can you shuffle your rhythm? Can you turn the grid? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you prepare for a performance of songs and activities from the year? Do you know to speak clearly in so that the audience can understand you?
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	<p>rhythm?</p> <ul style="list-style-type: none"> 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 C and D? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you talk about composition? Can you explain that a composition is created by yourself and written like a 		<p>story and that it can be played or performed again to your friends?</p> <ul style="list-style-type: none"> Can you explain that there are different ways of writing a composition down and recording it audio or written? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform to the class? Can you sing the song and improvise using instruments or voices within the song? 			
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	<p>story and that it can be played or performed again to your friends?</p> <ul style="list-style-type: none"> Can you explain that there are different ways of writing a composition down and recording it audio or written? <p><u>Performance</u></p> <ul style="list-style-type: none"> Do you know how to talk about performance? Do you know that a performance isn't a drama? It can be to one person or to each other? Do you know and have planned everything that will be performed? Do you know that performing involves 					
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	communicating feelings, thoughts and ideas about the song/music?					
Skill Progression	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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 makes them feel. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To clap and say back rhythms To create own simple rhythms To lead the class using own rhythms. <p><u>Singing</u></p> <ul style="list-style-type: none"> To know that singing in a group is called a choir. To know that songs can make you feel 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing back a phrase Pupils start to sing in unison and in two parts <p><u>Playing an instrument</u></p> <ul style="list-style-type: none"> To play back a musical phrase using open strings on an instrument. Copy back with instruments Copy back with instruments, without and then with notation Connection between sound and symbol (e.g. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Clap and say back rhythms. Create your own simple rhythm patterns. Lead the class using their simple rhythms. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Playing Instrument</u></p>	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen carefully and respectfully to other people's thoughts about the music. To confidently identify the pulse of the music Talk about how it was created. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find the pulse. To say back rhythms. To copy back using voices. To copy back using instruments. To lead the class with a simple rhythm card. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To follow a leader when singing. To enjoy exploring 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To think about what the words of a song mean. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. Clap and say back rhythms with increasing length. Create own rhythm patterns. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Take it in turns to improvise using one note on own or in small groups. <p><u>Composition</u></p> <ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make ^[SEP]musical decisions about pulse, rhythm, pitch, dynamics and tempo <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Listen to and reflect upon the developing composition and

	<p>energetic, sad, happy etc.</p> <ul style="list-style-type: none"> To know why you must warm up your voice. <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 <p><u>Composition</u></p>	<p>graphic/pictorial notation)</p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> Take it in turns to improvise using one note Talk about how it was created. To communicate the meaning of the words and clearly articulate them. <p><u>Composition</u></p> <ul style="list-style-type: none"> With support combine musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. Begin to understand simple notations to represent music, including pitch and volume 	<ul style="list-style-type: none"> Play any one, or all four, differentiated parts on a tuned or untuned 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, to listen and play your own answer using two notes: C and D <p><u>Improvise</u></p> <ul style="list-style-type: none"> Take it in turns to improvise using two notes: C and D <p><u>Composition</u></p> <ul style="list-style-type: none"> 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 <p><u>Performance</u></p> <ul style="list-style-type: none"> To record the performance and say how they were feeling, what they were pleased with what they would 	<p>singing solo. ^[SEP]</p> <ul style="list-style-type: none"> To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. ^[SEP] <p><u>Playing Instrument</u></p> <ul style="list-style-type: none"> Play any one, or all four, differentiated parts on a tuned or untuned instrument a one note, simple or medium part or the melody of the song from memory or using notation. Using instruments, listen and create your own answer using two different notes. To take turns when improvising using G, A and B. <p><u>Composition</u></p> <ul style="list-style-type: none"> To help create at least one simple melody using one, three or five different notes. To compose using D, E, G, A +B 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. To use simple rhythm blocks to aid notation. To start to use formal notation with note names written underneath notes or rhythms. <p><u>Performance</u></p> <ul style="list-style-type: none"> To work in groups to play composition: listening to each other, follow a conductor and perform whole song. 	<p>make ^[SEP] musical decisions about pulse, rhythm, pitch, dynamics and tempo. ^[SEP]</p> <ul style="list-style-type: none"> To record compositions in any way appropriate that recognizes the connection between sound and symbol (graphic/pictorial notation) <p><u>Performance</u></p> <ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> ▪ To help create at least one simple melody using one, three or five different notes. ▪ To talk about how it was created. ▪ Listen and reflect upon developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. <p><u>Performance</u></p> <ul style="list-style-type: none"> ▪ To choose what to perform and create a program. ▪ To communicate the meaning of the words and clearly articulate them. ▪ To talk about the best place to be when performing and how to stand or 	<p><u>Performance</u></p> <ul style="list-style-type: none"> ▪ Communicate feeling in performance. 	<p>change.</p> <ul style="list-style-type: none"> ▪ To communicate the meaning of the words and clearly articulate them. 	<ul style="list-style-type: none"> ▪ To talk about how it was created. <p><u>Performance</u></p> <ul style="list-style-type: none"> ▪ To talk about the best place to be when performing and how to stand or sit. ▪ To think about others while performing. 		
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	<ul style="list-style-type: none"> ▪ To record the performance and say how they were feeling, what they were pleased with what they would change and why. 					
Meta Cognition						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion Mamma Mia Listen and Appraise: <ul style="list-style-type: none"> ▪ Mamma Mia by Abba ▪ Dancing queen by Abba ▪ The Winner Takes it All by Abba ▪ Waterloo by Abba ▪ Thank You For The Music by Abba 	Natural elements Glockenspiel stage 2 Listen and Appraise: (Revisit from Stage 1 Year 3) <ul style="list-style-type: none"> ▪ Easy E ▪ Mardi Gras Groovin ▪ Roundabout ▪ Portsmouth ▪ Strictly D New <ul style="list-style-type: none"> ▪ Two – Way Radio ▪ Flea Fly ▪ Rigadoon ▪ Mamma Mia 	Civilisation Stop Listen and Appraise: <ul style="list-style-type: none"> ▪ 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 (Tango) ▪ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 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. Listen and Appraise: <ul style="list-style-type: none"> ▪ La Quinta Estample Real anon 13th century (Early Msuic) ▪ Dancing Queen by Abba

						<ul style="list-style-type: none"> ▪ <i>The Arrival Of The Queen Of Sheba by Handel</i> ▪ <i>Can't Stop The Feeling! By Justin Timberlake</i> ▪ <i>Moonlight Sontata by Beethoven</i> ▪ <i>Libertango by Piazzolla</i> ▪ <i>Bridal March/Chorus by Wagner</i> ▪ <i>Lean On Me sung by the ACM Gospel Choir</i> ▪ <i>Rhapsody In Blue by Gershwin (20th Century)</i> ▪ <i>Amazing Grace sung by Elvis Presley</i> ▪ <i>Einstien On The Beach by Philip Glass</i> ▪ <i>Let It Be by The Beatles</i>
Knowledge	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ Can you name some of the 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ What is the song about? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ Who wrote the song? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ Can you name some of the 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ Do you like this piece of music? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> ▪ Do you know what is by some

	<p>instruments that you hear in the music?</p> <ul style="list-style-type: none"> Can you identify the chorus and number of verses? Can you name the style of music? What is the song about? Can you discuss some of the musical dimensions featured in the song and here they are used e.g. texture, dynamics, tempo, rhythm and pitch? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Can you find the pulse? How do the pulse and the rhythm, pitch work together? Can you copy back the rhythm? Can you say the rhythms? 	<ul style="list-style-type: none"> What are the musical dimensions of this music i.e. texture, dynamics, tempo, rhythm and pitch? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Can you identify the main sections of the song? Can you answer a musical question? Can you find the pulse? Move in time with the music. To know the difference between pulse and rhythm <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you listen to a phrase and sing back a melody with increasing musical memory? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Using your instruments, listen and play your own answer using two notes: C and D? 	<ul style="list-style-type: none"> Can you tell me about the composer? What are the lyrics about? How does this song make you feel? What style of music is this? How do you know? Is it a male or female singer? Can you identify the main sections of the song? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you listen and sing back melodies and lyrics in time with the music and 	<p>instruments heard in the music?</p> <ul style="list-style-type: none"> How are they being played? Can you identify the sections of the music? Who is the composer? Can you find the pulse? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Can you find the pulse? Can you copy and clap back a rhythm? Can you copy back a rhythm on your instrument? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Using your instruments, listen and play your own answer using one note: F? 	<ul style="list-style-type: none"> How old is it? What is the structure of this music? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you listen and copy back using instruments, one note: C? Using your instruments, can you listen and play your own 	<p>music terms? E.g. tempo, adagio, andante, bar, pulse, crescendo, harmony, key, largo, pitch, scales?</p> <ul style="list-style-type: none"> 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? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you listen and sing back a melody?
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	<ul style="list-style-type: none"> What is the difference between pulse and rhythm? How do you keep an internal pulse? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you listen and sing back a melody? Can you copy back the melody in pitch? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you listen and play your own answer using one note: G? Can you listen and copy back using instruments, one note: G? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you play and improvise using your instruments? Can you take it in turns to improvise using one note: G? 	<ul style="list-style-type: none"> Can you listen and copy back a melody using instruments one or two notes? Do you know what the notes look like on a score? Can you match the notes to the score? Can you match the rhythms? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Take it in turns to improvise using two notes: C and D. <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you use the notes C, D, E, and F to compose a more complex rhythm pattern? Can you notate your composition so that it is recorded and can be played back again? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform as part of a group? 	<p>pulse?</p> <ul style="list-style-type: none"> Can you copy back any riffs using 'la' when you are singing back? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you take it in turns to improvise using one or two notes: C and sometimes D? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you listen and copy back using two notes: C and D? 	<ul style="list-style-type: none"> Can you listen and copy back using two notes: F and G? Using your 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you use 3 notes (F, G and A) 	<p>answer using one note: C?</p> <ul style="list-style-type: none"> Using your instruments, can you listen and play your own answer using one or two notes: C and sometimes D? Can you listen and copy back using two notes: C and D? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you make a rhythm grid-using notation? 	<ul style="list-style-type: none"> Can you warn up your voice? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Using your instruments, can you listen and play your own answer using more than two notes? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> Do you know different ways of recording a written composition? Can you choose a time signature? Can you clap your rhythm? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you choose what to perform and create a
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	<ul style="list-style-type: none"> Can you use your instruments to improvise using G and A? Can you take turns to improvise around 3 notes? <p><u>Composition</u></p> <ul style="list-style-type: none"> Do you know different ways of recording a composition? Do you know any notation symbols and letter names? Can you create an 8 bar composition using block notation? Can you use formal notation? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you plan a performance of the music and or songs learnt in this unit? Can you clearly say, rap or sing the words? 	<ul style="list-style-type: none"> Can you perform your composition? Can you perform the rehearsed piece of music? Can you add dynamics to your performance? Can you follow a leader? Can you take turns to lead? 		<p>to compose a simple melody?</p> <ul style="list-style-type: none"> Can you work in small groups using a mixture of 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the whole song? Can you perform your compositions in the break section? 	<ul style="list-style-type: none"> 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 for your group to play with block notation or formal notation? Can you perform your 2 compositions? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform your compositions? Can you perform on an instrument? Can you perform the whole song? 	<p>programme?</p> <ul style="list-style-type: none"> 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?
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	<ul style="list-style-type: none"> Can you perform the whole song? Can you perform your composition to the class? 					
Skill Progression	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen carefully and respectfully to other people's thoughts about the music. To move to the beat of the music. To try and use musical terms when talking about music. Begin to recognise and explore the way that sounds can be combined and used expressively and comment on this effect. Begin to listen to, understand a wide range of high quality live and recorded 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. When talking use musical words. Begin to comment on the effectiveness of own learning, identifying and making improvements based on its intended outcome. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To identify and move to the pulse. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel making 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 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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 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 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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 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 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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 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

	<p>music drawn from different traditions, great composers and musicians.</p> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To identify and move to the pulse. To clap and say rhythms back. To create own simple rhythms. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison. To sing with increasing accuracy of pitch. To know the importance of singing warm ups. To demonstrate good singing posture. To rejoin if got lost. To listen to the group when singing. <p><u>Playing Instrument</u></p> <ul style="list-style-type: none"> To treat instruments 	<ul style="list-style-type: none"> To match notes to musical notation. To match rhythms to symbols. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument Play the melody of the song from memory or using notation. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform. <p><u>Composition</u></p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed. Talk about how it was created. Listen to and reflect upon the developing 	<p>comment on this effect.</p> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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 group when singing. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. 	<p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> To follow a leader when singing. To demonstrate god posture when singing. To sing with awareness of being in tune. To rejoin the song if lost. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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 	<p>this effect.</p> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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 group when singing. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a 	<p>musical language.</p> <ul style="list-style-type: none"> To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Create one simple rhythm patters. Lead the class using their simple rhythms. Listen and sing back no notation. Copy back using instruments. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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-
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	<p>carefully and with respect.</p> <ul style="list-style-type: none"> 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 start to listen to and follow musical instructions from a leader. To experience leading a group. To rehearse. <p><u>Improvise</u></p> <ul style="list-style-type: none"> To start to Improvise using instruments in the context of a song they are learning to perform. To listen and copy back using two notes on an instrument. 	<p>composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p><u>Performance</u></p> <ul style="list-style-type: none"> To rehearse and perform. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. To choose what to perform and create a programmed. Present a musical 	<ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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 	<p>or medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> To experience leading the playing by making sure everyone plays in the playing section of the song. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 using the notes F and sometimes G. Take turns to improvise or play in groups. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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 	<p>one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> Take it in turns to improvise using three different notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the 	<p>parts.</p> <ul style="list-style-type: none"> To enjoy singing solo. To rejoin if lost. To be aware of singing in tune. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Listen and copy back using instruments, using two different notes. To treat instruments carefully and with respect. To play songs and parts from 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Take it in turns to improvise using one or two
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	<ul style="list-style-type: none"> Take it in turns to improvise. <p><u>Composition</u></p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed. 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. Begin to create rhythmical and simple melodic patterns using an increased number of notes. Pupils begin to use musical notation to represent music. Pupils begin to explore choose, combine and organise 	<p>performance designed to capture the audience. ^[SEP]</p> <ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit. 	<p>one simple melody using three or 5 different notes.</p> <ul style="list-style-type: none"> Pupils improvise creating rhythmical and simple melodic patterns Understand how different musical elements are combined and used expressively. <p><u>Performance</u></p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<p>developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <ul style="list-style-type: none"> 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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 	<p>composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> 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 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 	<p>^[SEP]notes. ^[SEP]</p> <ul style="list-style-type: none"> Listen and copy back using ^[SEP]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 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. <p><u>Composition</u></p>
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	<p>musical ideas with musical structures</p> <p>Performance</p> <ul style="list-style-type: none"> Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To think about others while performing. 			<p>performance and say how they were feeling, what they were pleased with and what they would change and why.</p>	<p>were feeling, what they were pleased with what they would change and why.</p>	<ul style="list-style-type: none"> 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.
Meta Cognition						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion <i>Live in' on a prayer</i> <i>Listen and Appraise:</i>	Natural elements <i>Classroom Jazz 1</i> <i>Listen and Appraise:</i>	Civilisation <i>Make you feel my love</i> <i>Listen and Appraise:</i>	Environmental <i>The fresh Prince of Bel-Air</i> <i>Listen and Appraise:</i>	Discoveries <i>Dancing in the street:</i> <i>Listen and Appraise:</i>	Culture <i>Reflect, Rewind and Replay</i>

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	<ul style="list-style-type: none"> ▪ <i>Livin' On A Prayer</i> by Bon Jovi ▪ <i>We Will Rock You</i> by Queen ▪ <i>Smoke On The Water</i> by Deep Purple ▪ <i>Rockin' All Over The World</i> by Status Quo ▪ <i>Jonny B. Goode</i> by Chuck Berry ▪ <i>I Saw Her Standing There</i> by The Beatles 	<ul style="list-style-type: none"> ▪ <i>Three Note Bossa</i> ▪ <i>Desafinado</i> ▪ <i>Cotton Tail</i> ▪ <i>Five Note Swing</i> ▪ <i>Perdido</i> ▪ <i>Five Note Swing</i> ▪ <i>Things Ain't What They Used TO Be</i> 	<ul style="list-style-type: none"> ▪ <i>Make You Feel My Love</i> by Bob Dylan – Adele Version ▪ <i>Make You Feel My Love</i> – Bob Dylan version ▪ <i>So Amazing</i> by Luther Vandross ▪ <i>Hello</i> by Lionel Richie ▪ <i>The way You Look Tonight</i> by Jerome Kern ▪ <i>Love Me Tender</i> by Elvis Presley 	<ul style="list-style-type: none"> ▪ <i>Fresh Prince Of Bel-Air</i> by Will Smith ▪ <i>Me, Myself And I</i> by De La Soul ▪ <i>Ready Or Not</i> by The Fugees ▪ <i>Rapper's Delight</i> by The Sugarhill Gang ▪ <i>U Can't Touch This</i> by MC Hammer ▪ <i>It's Like That</i> by Run DMC 	<ul style="list-style-type: none"> ▪ <i>Dancing In The Street</i> by Martha And The Vandellas ▪ <i>I Can't Help Myself (Sugar Pie Honey Bunch)</i> sung by The Four Tops ▪ <i>I Heard It Through The Grapevine</i> sung by Marvin Gaye ▪ <i>Ain't No Mountain High Enough</i> sung by Marvin Gaye and Tammi Terrell ▪ <i>You Are The Sunshine Of My Life</i> Sung by Stevie Wonder ▪ <i>The Tracks Of My Tears</i> sung by Smokey Robinson And The Miracles 	<p>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.</p> <ul style="list-style-type: none"> ▪ <i>Music For Compline</i> (Traditional Early Music) ▪ <i>Johnny B. Goode</i> by Chuck Berry ▪ <i>Dido And Aereas</i> by Purcell (Baroque) ▪ <i>Things Ain't What They Used To Be</i> by Ellington and Persons ▪ <i>Symphony No 5 in C minor Opus 67</i> by Beethoven (Romantic) ▪ <i>Hello</i> by Lionel Richie ▪ <i>Minute Waltz</i> by Chipn (Romantic) ▪ <i>U Can't Touch This</i> by MC Hammer
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						<ul style="list-style-type: none"> 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 Can't Help Myself) sung by The Four Tops
Knowledge	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Do you like the song? What can you 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? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What can you hear? What instruments 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? <u>Musical Activities</u>	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What instruments can you hear? How many voices 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? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Can you use musical language to answer questions about the song? Do you like the song? What style of music is it? How is it put together? What can you hear? Which instruments can you hear? Is there a riff in the music? Is there a hook? What is the texture of this piece like? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Does the song tell a story? What does the 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 	<u>Appraise</u> <ul style="list-style-type: none"> What can you hear? How does this 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? <u>Musical Activities</u> <ul style="list-style-type: none"> Can you choose a time signature for your

<ul style="list-style-type: none"> 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 songs the same? Who sang the song? Who wrote the song and when? <p>Musical Activities</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can you sing back a melody? Can you find the pulse? Can you learn the song singing along to the backing track? Can you sing the head? Can you sing the rounding off phrase? <p>Singing</p> <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you learn to play the 8 bar melody (head) on instruments? Can you learn to play the rounding off phrase? <p>Improvise</p> <ul style="list-style-type: none"> 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? <p>Composition</p>	<ul style="list-style-type: none"> How is the song put together? What is the structure/form/shape of the song? Compare two songs. How are they the same or different? <p>Musical Activities</p> <ul style="list-style-type: none"> 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 everybody to copy back? <p>Singing</p> <ul style="list-style-type: none"> Can you copy back using your voice? Can you warm up your voice? Can you add movement to the song? <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you copy back riffs using the note c? Can you copy back using instruments with and without 	<ul style="list-style-type: none"> Are there many voices singing? How does the voice vary? Are the dynamics the same all the way through? What style of music is this? How do you know? What music technologies were developed in this musical time? How is the song put together? <p>Musical Activities</p> <ul style="list-style-type: none"> Can you use your body to find the pulse? Can you clap and say back the rhythms you hear? Can you take it in turns to clap a rhythm for everybody to copy back? Can you copy back the riffs? Can you copy back the riffs using instruments? <p>Singing</p> <ul style="list-style-type: none"> Can you learn the 	<p>instruments and voices play throughout the music?</p> <ul style="list-style-type: none"> What is they style of this music? <p>Musical Activities</p> <ul style="list-style-type: none"> 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? <p>Singing</p> <ul style="list-style-type: none"> Can you sing the backing part of the song? Can you practice the choruses? Can you practice the verses? Can you learn the words to the song? Can you sing with meaning of the words? <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you use instruments to compose? <p>Improvise</p> <ul style="list-style-type: none"> Can you use your voices to improvise? Can you use instruments to improvise? Can you take it in turns to improvise? <p>Composition</p> <ul style="list-style-type: none"> Can you compose a rhythm? Can you clap you 	<p>composition?</p> <ul style="list-style-type: none"> Can you clap a rhythm back? <p>Singing</p> <ul style="list-style-type: none"> Can you sing the backing part of the song? Can you practice the choruses? Can you practice the verses? Can you learn the words to the song? Can you sing with meaning of the words? <p>Playing Instruments</p> <ul style="list-style-type: none"> Can you use instruments to compose? <p>Improvise</p> <ul style="list-style-type: none"> Can you use your voices to improvise? Can you use instruments to improvise? Can you take it in turns to improvise? <p>Composition</p> <ul style="list-style-type: none"> Can you compose a rhythm? Can you clap you
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	<p>movement to a song?</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> 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 about? Can you identify the chorus? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can you work in a group to compose a fill for the performance? Can you compose an 8 bar composition using instruments? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you sing the song altogether? Can you sing solos? Can you lead the fill? 	<p>notation?</p> <ul style="list-style-type: none"> Can you copy <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you take it in turns to improvise? Can you clap, play or sing an answer? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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 composition? Can you create an 8 bar rhythm block? Can you use notation? <p><u>Performance</u></p> <ul style="list-style-type: none"> 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? 	<p>words to the song/rap?</p> <ul style="list-style-type: none"> Can you keep your words in time to the beat? Can you express what the words mean to the audience? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you play instruments along with the song? Can you play in time with the music? Can you play with increasing accuracy? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you improvise an answer using voices? Can you improvise an answer using instruments? Can you take it in turns to improvise using 3 notes D, E and F? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you play your compositions during the instrumental 	<p>notation?</p> <ul style="list-style-type: none"> Can you play the differentiated parts? Can you improvise using instruments? Can you play the riff? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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 	<p>composed rhythm?</p> <ul style="list-style-type: none"> 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 notation to record your composition? Can you play back your composition? Can you add note names under your rhythms? Can you choose a time signature? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you rehearse and perform songs form over the year?
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	<p>and B starting on a G?</p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 it in turns to improvise using 3 notes, G, A and B? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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? <p><u>Performance</u></p>			<p>section of a song?</p> <ul style="list-style-type: none"> Can you compose in a group using a mixture of band/orchestral instruments? Can you compose 2 compositions and perform them to the class? Can you create an 8-bar composition for your group to play with block notation or formal notation? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you play your composition as part of the whole song? Can you record your performance? 	<p>a riff?</p> <ul style="list-style-type: none"> Can you use notation to record your composition? Can you write the names of the notes under your composition? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the whole <i>song</i>? Can you perform the song with backing vocals? Can you perform the song with your compositions? 	
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	<ul style="list-style-type: none"> Can you perform 2 compositions to the class? Can you perform the whole song? Can you sing the song with instrument accompaniment s? 					
Skill Progression	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find the pulse. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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 <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find and move to the pulse Lead the class by inventing rhythms for them to copy back. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message behind the songs Listen carefully and respectfully to other people's thoughts about the music. To talk about the musical dimensions working together in the Unit songs. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find and move to the pulse Lead the class by inventing rhythms for them t copy 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> To find and move to the pulse. Lead the class by inventing rhythms for them to copy back. <p><u>Singing</u></p>	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Copy back rhythms based on the words of the main song that include syncopation/off beat. Copy back riffs using syncopated rhythm patterns. Leading the class inventing rhythms for others to copy. Copy back riffs with and without notation. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To rehearse and perform their part. 	<p>using simple and syncopated. rhythm patterns</p> <ul style="list-style-type: none"> 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 different notes. Others to copy <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic) 	<ul style="list-style-type: none"> To enjoy exploring singing solo. To demonstrate a good singing posture. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 	<p>back.</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To follow a leader when singing. To sing with awareness of being in tune. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p>	<ul style="list-style-type: none"> 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. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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
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	<ul style="list-style-type: none"> 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 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> Copy back using instruments. Using 1 -3 notes Question and answer using 	<p>scale/a five-note pattern)</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> Create simple melodies using up to 3 notes. Record composition in an appropriate way that recognizes the connection between sounds and symbol. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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 	<p>instruments. Use two notes in your answer. Always start on a G.</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Record composition in an appropriate way that recognizes the connection between sounds and symbol. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Copy back using instruments. Use one note. Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p><u>Composition</u></p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song Record composition in an appropriate way that recognizes the connection between sounds and symbol. <p><u>Performance</u></p> <ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them. To discuss and talk 	<ul style="list-style-type: none"> To lead a rehearsal <p><u>Improvise</u></p> <ul style="list-style-type: none"> Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p><u>Composition</u></p> <ul style="list-style-type: none"> Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound 	<p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and sense of phrase. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Play a musical instrument with the correct 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> To create increasingly complicated rhythmic and melodic phrases
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	<p>instruments.</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> Create simple melodies using up to 3 notes. Explain the structure of the melody. Record composition in an appropriate way that recognises the connection between sounds and symbol. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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. 	<p>went well?" and "It would have been even better if...?"</p>	<p>previous performance.</p>	<p>musically about it – "What went well?" and "It ^[SEP]would have been even better if...?" ^[SEP]</p>	<p>and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> 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. 	<p>within given structures.</p> <ul style="list-style-type: none"> Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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. <p><u>Performance</u></p>
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						<ul style="list-style-type: none"> To choose what to perform and create a program. Prepare for a performance. To maintain my own part and be aware how the 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.
Meta cognition						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion Happy <ul style="list-style-type: none"> Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry, Be 	Natural elements Classroom Jazz 2 <ul style="list-style-type: none"> Bacharach Anorak Speaking my Peace Take The A Train Meet the Blues Back O' Town 	Civilisation A New Year Carol <ul style="list-style-type: none"> A New Year Carol by Benjamin Britten A New Year Carol Urban Gospel Version I Mun be Married on Sunday by Benjamin 	Environmental You've Got A Friend <ul style="list-style-type: none"> You've Hot a Friend by Carole King The Loco-Motion sung by Little Eva, Written by Carole King Up On The Roof 	Discoveries Music and Me <ul style="list-style-type: none"> Something Helpful by Anna Meredith O by Shiva Feshareki Heros & Villains by Eska And! By 	Culture Reflect, Rewind and Reply 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

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	<p><i>Happy sung by Bobby McFerrin</i></p> <ul style="list-style-type: none"> ▪ <i>Walking On Sunshine sung by Katrina And The Waves</i> ▪ <i>When On Sunshine sung by Katrina And The Waves</i> ▪ <i>When You're Smiling sung by Frank Sinatra</i> ▪ <i>Love Will Save The Day sung by Brendan Reilly</i> 	<p><i>Blues</i></p> <ul style="list-style-type: none"> ▪ <i>Meet The Blues</i> ▪ <i>One O' Clock Jump</i> 	<p><i>Britten</i></p> <ul style="list-style-type: none"> ▪ <i>Fishing Song by Benjamin Britten</i> ▪ <i>Fishing Song Britten version and South African Version</i> 	<p><i>sung by The Drifters, written by Carole King</i></p> <ul style="list-style-type: none"> ▪ <i>Will You Still Love Me Tomorrow by Carole King</i> ▪ <i>(You Make Me Feel Like) A Natural Woman by Carole King</i> 	<p><i>Affrodeutsche</i></p> <ul style="list-style-type: none"> ▪ <i>Something Helpful by Anna Meredith</i> ▪ <i>V-A-C Moscow by Shiva Feshareki</i> ▪ <i>Shades Of Blue by Eska</i> ▪ <i>The Middle Middle by Afrodeutsche</i> 	<p>History of Music and the beginnings of the Language of Music.</p> <p>Reflect:</p> <ul style="list-style-type: none"> ▪ L'Autrier Pastoure Seoit (The Other Day A Sherpherdess Was Sitting) – Traditional early music ▪ I Want You Back By The Jackson 5 ▪ Armide Overture by Jean Baptiste Lully Baroque ▪ Take The A' Train by Duke Ellington and Billy Strayhorn ▪ The Marriage of Figaro Overture by Mozart – Classical ▪ Walking on Sunshine by Katrina And The Waves ▪ Erikonig (D 382 Opus 1 Wer Reitet So Spat) by Schubert
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						Romantic <ul style="list-style-type: none"> Don't Worry Be Happy Bobby McFerrin Homelands by Nitin Sawhney Contemporary Man in The Mirror by Michael Jackson
Knowledge	<u>Listen and Appraise</u> <ul style="list-style-type: none"> 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 all the way through? Can you identify the different voices and instruments heard? What is the style of the music? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What is the style of the music? How is the song/tune put together? How are the songs different or the same? What can you hear? The lyrics: what the songs are about? Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> 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 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> 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? 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> 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 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> What can you hear? How does the music make you feel? How old do you think the music is? Does the music tell a story? Do you like the music? How would you describe the job of a composer? Can you answer questions about a composer? Identify the structure of the songs (intro,

	<ul style="list-style-type: none"> How is the piece of music/song 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? <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing along with the music? Can you warm up your voice? Can you stand 	<ul style="list-style-type: none"> Know and talk about that fact that we each have a musical identity. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. Can you play the tune/head on instruments? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing the song? Can you remember the lyrics? Can you warm up your voice? <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> Can you play the whole tune/head including improvisation? Can you play the whole time and middle 8? <p><u>Improvise</u></p>	<p>interesting?</p> <ul style="list-style-type: none"> 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). Name some of the instruments used in the songs. How are the two songs different? Which version of the song do you prefer? Why <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music? How to keep the internal pulse. Can you find the pulse? Can you move to the pulse? Can you use body percussion to show the pulse? 	<ul style="list-style-type: none"> Can you identify the different 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 <p><u>Musical activities</u></p> <ul style="list-style-type: none"> Can you find the pulse? Can you move with the pulse? Can you copy the 	<p>in this song?</p> <ul style="list-style-type: none"> How different are 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 <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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 	<p>verse, chorus etc.)</p> <ul style="list-style-type: none"> Name some of the instruments used in the songs. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Can you use musical language to say the length of a note e.g. semibreve, crotchet, quaver etc.? Can you feel the pulse? Can you state the difference between pulse and rhythm? How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you warm up your voice? Can you sing with dynamics? Can you remember the
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	<p>with a good singing posture?</p> <ul style="list-style-type: none"> Can you sing with increasing awareness of being in tune? Can you copy back a question and answer? Can you sing both vocal parts? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you use glockenspiels and notes A, G and B to copy back a question and answer? Can you follow the music to play along with the song? Can you rejoin the song if you get lost? Can you play at the same tempo as the song? <p><u>Improvise</u></p> <ul style="list-style-type: none"> Can you improvise along with the song? Can you learn the rhythm of three riffs? 	<ul style="list-style-type: none"> Can you improvise using the notes CDEFG? Can you use all the notes to improvise? Can you always start your improvisations on C? Can you improvise using C, Bb, G F and C? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose your own tune? Can you play your composition? Can you use the composition grid to compose with? Can you use C, A, G, F, C? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform using the baking track? Can you perform using the notes? Can you perform the song without 	<p><u>Singing</u></p> <ul style="list-style-type: none"> Do you know how to 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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? 	<p>rhythm? Can you lead a rhythm for the class to copy back?</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you use your 	<p>back?</p> <ul style="list-style-type: none"> How to keep the internal pulse. 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you play along with your instruments? 	<p>words of the song?</p> <ul style="list-style-type: none"> Can you sing the whole song? Can you sing with awareness of singing in tune? Can you breathe when singing phrases? Can you control your breath? <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Can you accompany the songs using instruments? Can you follow a score to play the notes? Can you play by ear? Can you keep in time? Can you keep in tune? Can you play your instruments in different time signatures e.g. 6/8, 9/8 12/8 compound and simple 2/4, ¾, and 4/4? <p><u>Improvise</u></p>
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	<ul style="list-style-type: none"> Can you make up an answer to the musical question using the note A? Can you answer a musical question using the note A or G? Or A, G and B? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose an 8 bar riff? Can you change the pulse? Can you use a rhythm grid? Can you play your composition? Can you work as a group to compose? Can you work as a class to compose? Can you work by yourself to compose an 8 bar riff? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the whole song? Can you play 	<ul style="list-style-type: none"> the notes? Can you perform the song in order? 		<p>instruments to play along with the song?</p> <ul style="list-style-type: none"> Can you play the riff on instruments? Using notes A, G, E? Can you use your instruments to answer a question? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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? <p><u>Composition</u></p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Can you play both parts on the glockenspiel? Can you play at 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? <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can you improvise using C, Bb, and G? Can you improvise a 12 bar blues sequence? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you explain about how music is written down? Can you explain about staves and clefs? Can you explain about treble and Bass clefs? Can you use the composition tool on the computer? Can you compose an 8 bar composition? Can you perform your composition to the class? Can you choose a time signature? Can you compose in simple and compound time signature? Can you use symbols to
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	<p>your instruments along with the song?</p> <ul style="list-style-type: none"> Can you play your composition along with the song? 			<ul style="list-style-type: none"> Can you perform your composition? <p><u>Performance</u></p> <ul style="list-style-type: none"> 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? 	<p>three riffs?</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you use the rhythm grid to compose a rhythm? Can you make your lyrics rhyme? Can you write your 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? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you play your instruments with the song? Can you improvise along with the song? 	<p>represent your composition notation?</p> <ul style="list-style-type: none"> Can you play it back? Can you change the rhythm? Can you change the pitch? Can you change the tempo? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform the whole song? Can you perform the song by ear? Can you perform the song with instruments? Can you do a solo? Can you record your performance and access and reflect?
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					<ul style="list-style-type: none"> 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	<p>Listen and Appraise</p> <ul style="list-style-type: none"> 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. 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. <p>Musical Activities</p> <ul style="list-style-type: none"> Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> 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. <p>Musical Activities</p> <ul style="list-style-type: none"> Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> 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 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> 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 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> 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

	<p>similarities and differences.</p> <ul style="list-style-type: none"> Listen carefully and respectfully to other people's thoughts about the music. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> 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 	<p>others to copy back</p> <ul style="list-style-type: none"> Copy back two-note riffs by ear and with notation. Question and answer using two different notes. <p><u>Singing</u></p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To experience rapping and solo singing. To sing with awareness of being 'in tune'. To listen to each other and be aware of how you fit into the group. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that 	<p>notation</p> <ul style="list-style-type: none"> Question and answer using two different notes <p><u>Singing</u></p> <ul style="list-style-type: none"> 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. <p><u>Performance</u></p> <ul style="list-style-type: none"> 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 	<p>songs in the same style, talking about what stands ^{out} musically in each of them, their similarities and differences.</p> <ul style="list-style-type: none"> Use musical words when talking about the songs. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. 	<p>inter-related dimensions of music*</p> <ul style="list-style-type: none"> To evaluate the success of own and others work, 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. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> 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 	<p>inter-related dimensions of music*</p> <ul style="list-style-type: none"> To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase Question and answer using three different
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	<p>aware of how you fit into the group.</p> <ul style="list-style-type: none"> To sing with awareness of being 'in tune'. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> 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. <p><u>Improvise</u></p> <ul style="list-style-type: none"> To copy back a phrase using instruments To improvise using instruments in the context of a song to be performed. <p><u>Composition</u></p> <ul style="list-style-type: none"> Explain the keynote or home 	<p>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.</p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) <p><u>Composition</u></p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the 	<p>if...?" ^[1] _{SEP}</p>	<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. <p><u>Improvise</u></p> <ul style="list-style-type: none"> To copy back a phrase using instruments. To improvise using instruments in the context of a song to be performed. <p><u>Composition</u></p> <ul style="list-style-type: none"> Explain the keynote or home note and the structure of the 	<p><u>Singing</u></p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make ^[1] _{SEP} musical 	<p>notes</p> <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session. <p><u>Improvise</u></p> <ul style="list-style-type: none"> 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Listen to and reflect upon the developing composition and
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	<p>note and the structure of the melody.</p> <ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. <p>Performance</p> <ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<p>structure of the melody. [L] [SEP]</p> <p>Performance</p> <ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 		<p>melody.</p> <ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. <p>Performance</p> <ul style="list-style-type: none"> To choose what to perform and create a program. To communicate the meaning of the words and clearly articulate them. 	<p>decisions about how the melody connects with the song.</p> <ul style="list-style-type: none"> Explain the keynote or home note and the structure of the 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. <p>Performance</p> <ul style="list-style-type: none"> To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. 	<p>make musical decisions about how the melody connects with the song.</p> <ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the [L] [SEP] connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> 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 [L] [SEP] them. [L] [SEP]
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					<ul style="list-style-type: none"> ▪ To choose what to perform and create a program. ▪ 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...?” 	<ul style="list-style-type: none"> ▪ To talk about the venue and how to use it to best effect. ▪ 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.
Meta Cognition						