



#### 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> <li>Understanding the World</li> </ul>				
	<ul> <li>Expressive Arts and Design</li> </ul>				
	30-50 Months	0-50 Months  Expressive Arts and Exploring and Using Media		To sing a few familiar songs.	
		LAPI essive Aits allu	Exploring and Using Media and	To imitate movement in response to music. [1]	





	Design	Materials	To tap out simple repeated rhythms.		
			To explore and learn how sounds can be changed.		
			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.		
		Being Imaginative	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.		
	Expressive Arts and Design	Exploring and Using Media and	To begin to build a repertoire of songs and dances.		
40-60 Months		Materials	To explore the different sounds of instruments.		
		Being Imaginative	To create simple representation Of events, people and objects.		
	Understanding the		To recognise that a range of technology is used in places such as homes		
	World	Technology	and schools. They select and use technology for particular purposes.		
			2, 22 2		
		Exploring and Using Media and	To safely use and explore a variety of materials, tools and techniques,		
FI C		Materials	experimenting with colour, design, texture, form and function.		
ELG	Expressive Arts and				
	Design		To use what they have learnt about media and materials ln original		
	Design	Being Imaginative	ways, thinking about uses and purposes. They represent their own ideas,		
		256	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!  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  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!  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  - 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 Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.  Big Bear Funk by Joanna Mangona I feel Good by James Brown Don't You Worry 'Bout A Thing Performed by Incognito My Promise by Earth wind & Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	Summer 2 Reflect, rewind and replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Knowledge	■ 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	<ul> <li>Listen and Appraise</li> <li>What was the song called?</li> <li>How did the song make you feel?</li> <li>What pictures and colours pop into your head?</li> <li>What is the song about?</li> </ul>	Listen and Appraise  What was the song called?  Did the music make you feel happy or sad?  Listening and responding to different styles of music.	■ Did the music make you feel happy or sad? ■ What is the song about? ■ Do you like the song?  Musical Activities ■ Can you find the	■ 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?	Listen and Appraise  ■ What can you hear?  ■ Can you hear the horns? ■ How does the music make you feel? ■ What instruments can
	pop into your	Did you hear any	<ul> <li>Have you heard this</li> </ul>	pulse in different	Musical Activities	you hear in this





	head?
•	What was the
	song about?
•	Listening and
	responding to
	different types
	of music.
Musical	<b>Activities</b>
-	Can you find
	the pulse in
	different ways?
•	Can you copy a
	rhythm?
•	Can you join in
	with the
	actions?
•	Can you find
	different ways
	to show the
	pulse?

#### Singing

- Can you sing high?
- Can you sing low?
- Can you sing along with the music?
- Can you stand up straight to sing?
- Can you sing the whole song?
  - Can you imitate

#### voices?

- Were they male or female?
- Do you like the music?

#### **Musical Activities**

- Embedding the foundations of interrelated dimensions of music.
- Can you feel the pulse?
- What instruments make high and low sounds?
- Can vou move with the music?
- Listen to nursery rhythms with and with out lyrics and respond with movement.

#### Singing

- Can you sing with the backing track?
- Can you sing the whole song?
- Can you follow a rhythm pattern?
- Can you use actions to help with the singing?
- Learning to sing action nursery

#### song before?

- What is the song about?
- How does it make vou feel?

#### **Musical Activities**

- Can you find the pulse in different ways?
- Can you clap long and short sounds over a pulse?
- Can you clap back a short rhythm?
- Can you find different ways to show the pulse?
- Can you clap a rhythm back?
- Can you clap the rhythm of words?

#### Singing

- Can you sing along with the music?
- Learning to sing action nursery rhymes.
- Can you do actions in time with the music?
- Can you stand up straight to sing?
- Can you clearly sing the words to the song so that everyone can hear

#### ways?

- Can you listen and respond?
- Can you add actions to songs?
- Can you clap back rhythms?
- Can you find the pulse and move in time with the music/song?

#### Singing

- Can you sing along with the music?
- Can vou 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.

#### **Playing Instruments**

Can you hold the beaters correctly?

- 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 1<sup>st</sup> beat of the bar?

#### Singing

- Can you sing along with the music?
- Can you internalise the song?
- Can you sing the whole song?

#### **Playing Instruments**

- Can you hold your instruments correctly?
- Can you play them in time?
- Can you move from a C to a D on

- music?
- How old do you think this music is?
- Does this music tell a story?
- Do you like the music?
- Can you hear all the different melodies in the music?

#### **Musical Activities**

- Revisit some of the song in year R and compose own simple melodies.
- Can you feel the pulse?
- What instruments make high and low sounds?
- Can you move with the music?
- Can you copy back a rhythm?
- Can you copy a riff?
- Can you clap back a musical phrase?
- Can you find the downbeat of each bar?





sounds of: a fire
engine, a bee
buzzing a cat
meowing etc?

 Learning to sing action nursery rhymes.

#### Performance

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

rhymes.

 Learning to sing along with nursery rhymes with actions.

#### **Playing Instruments**

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

#### **Improvise**

- Can you explore high and low sounds?
- Can you create sounds using our voice and instruments?
- Make up rhythms using 1 note.

the words?

- Can you remember the words to the songs?
- Can you use your voice in a variety of ways including rap?

#### **Playing Instruments**

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

#### **Improvise**

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

#### Composition

Can you create your own sounds?

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

#### Improvise

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

#### **Composition**

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

#### **Performance**

- Can you share and perform the songs learnt?
- can you practise each verse and chorus ready for a performance?
- Can you record a performance and watch it back to reflect?

tuned percussion?
Can you pay a

rhythmic riff using D?

Playing instruments within the song.

#### <u>Improvise</u>

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

#### Composition

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

#### **Performance**

- Can you share and perform the songs learnt?
- Can you rehearse the song using the

Can you feel the stronger 1<sup>st</sup> beat of the bar?

#### Singing

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

#### **Playing Instruments**

- Can you play the compositions on your instrument?
- Can you hold your instrument correctly?
- Do you know the name of your instrument?
- Can you play it loudly and





		Composition	<ul><li>Using tuned and un-</li></ul>		accompaniment?	quietly?
		<ul><li>Can you create</li></ul>	tuned instruments to		<ul><li>Share and</li></ul>	<u>Improvise</u>
		your own sounds?	can create a rhythm		perform the	<ul> <li>Can you make up</li> </ul>
		<u>Performance</u>	pattern.		learning that has	rhythms and
		<ul><li>Can you share</li></ul>	<u>Performance</u>		taken place.	melodies to go
		and perform the	<ul><li>Can you share and</li></ul>			into a section of
		songs learnt?	perform the songs			music?
		<ul><li>Share and</li></ul>	that have been			Composition
		perform the	learnt?			<ul><li>Can you create</li></ul>
		learning that has	<ul><li>Can you record your</li></ul>			your own
		taken place.	rhythm pattern?			sounds?
		1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1	<ul><li>Can you watch back</li></ul>			<ul><li>Can you compose</li></ul>
			the performance and			a 1 or 2 note
			reflect on your			composition
			performance?			using the white
			<ul><li>Can you remember</li></ul>			board grid?
			the words to the			<ul><li>Can you drag and</li></ul>
			songs?			drop notes onto a
			<ul><li>Can you sing the</li></ul>			grid to create a
			songs without			composition?
			accompaniment?			<ul><li>Can you sing back</li></ul>
			<ul><li>Can we combine</li></ul>			or play back the
			instruments into our			composition?
			performance? Can			<u>Performance</u>
			we use more than 2			<ul><li>Can you share</li></ul>
			instruments in the			and perform the
			performance?			songs learnt?
			<ul><li>Share and perform</li></ul>			<ul><li>Can you prepare</li></ul>
			the learning that has			for a
			taken place.			performance of
						some of the
						songs you have
						learnt over this
						year?
Skill <u>List</u>	ten and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise





		T				
Progression	<ul><li>To start to talk</li></ul>	<ul><li>To start to talk</li></ul>	<ul><li>Listen and respond</li></ul>	<ul><li>Listen and respond</li></ul>	<ul><li>Listen and</li></ul>	<ul><li>Listen and</li></ul>
	about features	about features of	to different styles of	to different styles	respond to	respond to
	of the song e.g.	the song <mark>e.g. male</mark>	music.	of music.	different styles of	different styles of
	male or female	or female singers.	Musical Activities	Musical Activities	music.	music.
	singers.	Musical Activities	<ul><li>To add movement to</li></ul>	<ul> <li>To add movement</li> </ul>	Musical Activities	<ul><li>Start identifying</li></ul>
	Musical Activities.	<ul><li>To imitate</li></ul>	songs.	to songs.	<ul> <li>To add movement</li> </ul>	different
	<ul><li>To imitate</li></ul>	movement in	<ul><li>To add actions to</li></ul>	<ul> <li>To add actions to</li> </ul>	to songs.	instruments.
	movement in	response to	songs.	songs.	<ul> <li>To add actions to</li> </ul>	<b>Musical Activities</b>
	response to	music. [stp]	<ul><li>To tap out simple</li></ul>	<ul> <li>To find the pulse.</li> </ul>	songs.	<ul><li>To add</li></ul>
	music. [SEP]	<ul><li>To tap out simple</li></ul>	repeated rhythms to	<ul><li>To move in time</li></ul>	<ul><li>To find the pulse.</li></ul>	movement to
	<ul><li>To tap out</li></ul>	repeated	find the pulse.	with the pulse.	<ul><li>To move in time</li></ul>	songs.
	simple repeated	rhythms. [see]	<ul> <li>To move in time with</li> </ul>	<ul><li>To clap a rhythm</li></ul>	with the pulse.	<ul><li>To add actions to</li></ul>
	rhythms. [step]	<ul><li>To capture</li></ul>	the pulse.	back to the class.	Singing	songs.
	<ul><li>To capture</li></ul>	experiences and	Singing	Singing	<ul><li>To sing a few</li></ul>	<ul><li>To find the pulse.</li></ul>
	experiences and	responses with a	<ul><li>To sing a few familiar</li></ul>	<ul><li>To sing a few</li></ul>	familiar songs.	<ul><li>To move in time</li></ul>
	responses with	range of media,	songs.	familiar songs.	<ul><li>Know about the</li></ul>	with the pulse.
	a range of	such as music,	<ul><li>To add actions to</li></ul>	<ul><li>Learn to sing</li></ul>	structure of a	<ul><li>To know rhythm</li></ul>
	media, such as	dance and paint	songs.	nursery rhymes	nursery rhyme	and pulse are
	music, dance	and other	<ul><li>Sing nursery rhythms</li></ul>	and action songs.	e.g. chorus verse.	different.
	and paint and	materials or	and action songs.	<ul><li>Copy back singing</li></ul>	<ul><li>Learn to sing</li></ul>	Singing
	other materials	words.	<ul><li>Copy back singing</li></ul>	with words.	nursery rhymes	Know about the
	or words.	<ul><li>To find the pulse.</li></ul>	with words.	<ul><li>Copy back singing</li></ul>	and action songs.	structure of a
	Singing	Singing	<ul><li>Copy back singing</li></ul>	with 'la'.	<ul><li>Sing a song with</li></ul>	nursery rhyme
	<ul><li>To sing a few</li></ul>	<ul><li>To sing a few</li></ul>	with 'la'.	<ul><li>Internalise a song</li></ul>	or without the	e.g. chorus verse.
	familiar songs	familiar songs.	<ul><li>Listen and sing along</li></ul>	and learn about	words.	<ul><li>Learn to sing</li></ul>
	<ul><li>Use the voice in</li></ul>	<ul><li>Use the voice in</li></ul>	with the words.	the dimensions of	<ul><li>Internalise a song</li></ul>	nursery rhymes
	different ways	different ways.	<ul><li>Build up repertoire</li></ul>	music.	and learn about	and action songs.
	<ul><li>Explore singing</li></ul>	<ul><li>Explore singing</li></ul>	of songs.	<ul><li>Use good singing</li></ul>	the dimensions of	<ul><li>Sing a song with</li></ul>
	high and low	high and low	<u>Improvise</u>	posture.	music.	or without the
	notes	notes.	<ul><li>Improvising leading</li></ul>	<ul><li>Open mouths to</li></ul>	<ul><li>Use good singing</li></ul>	words.
	<ul><li>Copy back</li></ul>	<ul><li>Copy back singing</li></ul>	to playing classroom	project words	posture.	<ul><li>Internalise a song</li></ul>
	singing with	with words.	instruments.	clearly.	<ul><li>Open mouths to</li></ul>	and learn about
	words	<ul><li>Copy back singing</li></ul>	<ul><li>To make different</li></ul>	Playing Instruments	project words	the dimensions
	<ul><li>Copy back</li></ul>	with 'la'.	sounds using	<ul><li>Explore using</li></ul>	clearly.	of music.
	singing with 'la'	<ul><li>Copy back singing</li></ul>	instruments.	instruments to	Playing Instruments	<ul><li>Use good singing</li></ul>





Performance	with words.	<u>Performance</u>	create music	<ul> <li>Create own</li> </ul>	posture.
■ To develop a	<ul><li>Copy back singing</li></ul>	<ul><li>Share and perform</li></ul>	alongside a song.	sounds on	<ul><li>Open mouths to</li></ul>
preference for	with 'la'.	the learning that has	<ul> <li>Use instruments to</li> </ul>	instruments.	project words.
forms of	Playing Instruments	taken place.	play in time with	<ul><li>Holding</li></ul>	Playing Instruments
expression.	<ul><li>To play in time</li></ul>		the song (one	instruments with	<ul><li>Create own</li></ul>
	with the music.		note).	care.	sounds on
	<ul><li>Hold the</li></ul>		<ul><li>Playing</li></ul>	<ul> <li>Learning names of</li> </ul>	instruments.
	instrument with		instruments with	instruments.	<ul><li>Holding</li></ul>
	care and in		care.	<ul><li>Playing in time</li></ul>	instruments with
	correct position.		<ul><li>Holding beaters</li></ul>	with a pulse.	care.
	<u>Improvise</u>		correctly.	<ul><li>Play back a</li></ul>	<ul><li>Learning names</li></ul>
	<ul><li>To make sounds</li></ul>		<u>Performance</u>	rhythm on	of instruments.
	using voices.		<ul><li>Share and perform</li></ul>	instruments.	<ul><li>Playing in time</li></ul>
	<ul><li>To make different</li></ul>		the learning that	<u>Improvise</u>	with a pulse.
	sounds using		has taken place.	<ul><li>To make sounds</li></ul>	<ul><li>Play back a</li></ul>
	instruments.			using voices.	rhythm on
	<u>Composition</u>			<ul> <li>To make different</li> </ul>	instruments.
	<ul><li>Create a</li></ul>			sounds using	<u>Improvise</u>
	sequence of			instruments.	<ul><li>Create own</li></ul>
	sounds.			<ul><li>Create own</li></ul>	rhythms.
	<u>Performance</u>			rhythms.	Composition
	<ul> <li>To develop a</li> </ul>			<u>Performance</u>	<ul><li>Use the</li></ul>
	preference for			<ul><li>Share and</li></ul>	computer to
	forms of			perform the	make up
	expression.			learning that has	rhythms.
				taken place.	<ul><li>Use the</li></ul>
					computer
					program to
					create a repeated
					pattern using 2
					notes.
					Performance
					<ul> <li>Share and</li> <li>porform the</li> </ul>
					perform the
					learning that has





						taken place.  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 Hey you! By Joanna Mangona: Old School Hip-Hop Listen and Appraise:  Hey you! By Joanna Mangona Me, Myself And I by De La Soul Fresh Prince Of Bel Air by Will Smith Rapper's Delight By The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	Natural elements Rhythm in the way that we walk: Reggae Listen and Appraise:  The Planets, Mars by Gustav Holst Tubular Bells by Mike Oldfield The Banana Rap by Jane Sebba Happy by Pharrell Williams When I'm 64 By The Beatles	Civilisation In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk Listen and Appraise:  How Blue Can You Get by B.B. King Let The Bright Seraphim by Handel Livin'La Vida Loca by Ricky Martin Jai Ho by J.R. Rahman Lord Of The Dance by Ronan Hardiman Diggin' On James Brown by Tower Of Power	Environmental Round and Round: Bossa Nova Listen and Appraise:  Round And Round (Bossa Nova) by Joanna Mangona Livin'La Vida Loca (latin/Pop) by Ricky Martin  March Of The Empire (Film music) by John Williams  It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Buble  Why Don't You (Big Band Dance) by Gamophonedzie Oye Como Va (Latin/Jazz) by Santana	expialidocious from Mary Poppins Pure Imagination from Willy Wonker & The Chocolate Factory Daydream Believer by The	Culture Reflect, Rewind and reply: Classical Listen and Appraise:  A Song Before Sunrise by Delius - 20 <sup>th</sup> Century  The Fresh Prince Of Bel Air by Will Smith  The Firebird by Stravinsky - 20 <sup>th</sup> Century  When I'm 64 by The Beatles  The Bird by Prokofiev - 20 <sup>th</sup> Century  Hai Ho by A.R. Rahmen  Grand March from Aida by Verdi - Classical  Oye Como Va by Santana





					Aladdin	<ul> <li>Bolero by Ravel – 20<sup>th</sup> Century</li> <li>Pure Imagination from the film         Charlie And The         Chocolate         Factory</li> <li>The Lamb by John         Tavener –         Contemporary</li> <li>Rainbow         connection sung         by Kermit The</li> </ul>
					1	Frog
Knowledge	<u>Listen and Appraise</u>	<u>Listen and Appraise</u>	<u>Listen and Appraise</u>	Listen and Appraise	<u>Listen and Appraise</u>	<u>Listen and Appraise</u>
	■ Do you like the	■ Do you like this	■ Do you like the song?	■ Do you like this	<ul> <li>Does this song tell</li> </ul>	■ What can you
	song?	song?	• What can you hear?	song?	a story?	hear?
	■ What can you	<ul> <li>How many</li> </ul>	How many singers?	■ How many singers	What is the story?	■ How does the
	hear?	singers? Are they	<ul> <li>Are they male or</li> </ul>	can you hear? Are	■ What can you	music make you
	How many	male or female	female?	they male or	hear?	feel?
	singers are	singers?	■ How many	female?	<ul> <li>How does the</li> </ul>	■ How old do you
	singing?	■ How many	instruments can you	■ Which backing	music make you	think this music
	- Willen	instruments can	hear?	instruments can	feel?	is?
	instruments	you hear?	<ul> <li>What instruments</li> </ul>	you hear?	■ What did you like	■ Does the music
	play a solo?	Which ones?	can you hear?  Which instrument is	■ Which	about the song?	tell a story?
	How many     instruments can	■ Which	wnich instrument is the lead?	instruments play the solo?	Musical Activities  Can you feel and	■ Do you like the
	instruments can	instruments play			can you reer and	music?
	you hear?  Is there a hook?	the solo?	is there a mook;	<ul><li>Is there a hook?</li><li>Is the texture thick</li></ul>	follow the pulse of the music?	<ul> <li>Do you know</li> </ul>
	<ul><li>Is there a nook?</li><li>What is the</li></ul>	<ul> <li>Is the tempo fast, slow or in</li> </ul>	Is the texture thick or thin or in between?	or thin or in-	***************************************	some history of music?
		between?		between?	can you move in	■ Can you look
	style of this music?	■ Is the music loud	Are they many layers of sound?		different ways to	•
	■ How is this song		<ul><li>Does the tempo</li></ul>	<ul> <li>Does the texture</li> </ul>	the different styles of music?	back at the music that we have
	put together?	or quiet or in between?	change or stay the	change in the music?		learnt over the
	• What are the	■ Is it the same	same?	Music: ■ How?	Singing  To imitate	year and reflect?
	- whilat are the	- is it the same	Samer	- пом:	- 10 iiiiitate	year and reflect?





style indicators
of old school
hip-hop?

- How is this song put together?
- What is the structure/form/ shape of the song?
- What is the texture? Is it thick or thin?
- Is the temp fast or slow?
- What are the differences between the songs?
- To know what songs are about.

#### **Musical Activities**

- Can you feel the pulse?
- What is rhythm?
- How does rhythm and pitch work together?
- Can you clap back this rhythm?
- To know some of the sounds

- throughout or does it vary?
- What is the style of this music?
- Can you find other examples of this style of music?
- What is the shape/structure/ form of the song?

#### **Musical Activities**

- Can you feel and tap the pulse?
- Can you copy the rhythm?
- To know some of the sounds that instruments have.

#### Singing

- Can you copy the pitch?
- Can you remember the words?
- Can you move in time with the music and singing?
- Can you say the words in time with the music?
- Can you say the words with rhythm?

- 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?

#### **Musical Activities**

- Can you feel and follow the pulse of the music?
- To know some of the sounds that instruments have.

- What are the dynamics?
- Do they change in the music or stay the same? How do they change?

#### What style of music is this?

- How is the music put together?
- What is shape/form/struct ure?

#### **Musical Activities**

- Can you follow the pulse?Can you pick out
- the different rhythm in the different styles of music?
- To know some of the sounds that instruments have.

#### Singing

- Can you use your voice to copy back a phrase?
- Can you warm up our voice?
- Can you use your voice to listen and answer a phrase using 2 notes?

changes in pitch when singing and changes voice to suit.

#### **Playing Instruments**

 Using voices and instruments, can you listen and sing back, then listen and play your own answer using two notes, with D moving to E?

#### **Improvise**

- Can you listen and clap back, then listen and clap your own answer?
- Can you take it in turns to improvise using D or D and E?
- Can you listen back to your performance and reflect on what went well and what could be improved and how? (Rhythms of words).

#### **Composition**

 Can you give ideas for a class

- What language do you know of music? E.g. what does pulse mean?
- What is a rhythm?
- What is pitch?
- What is improvisation?
- What is harmony?
- What is a melody?
- Do you know the names of the instruments?
- Which instruments can be heard in this musical extract?

#### **Musical Activities**

- Can you feel and follow the pulse of the music and move to the pulse?
- Can you use body percussion to clap the beat and rhythm?

#### Singing

 Can you perform songs that you have learnt





tnat
instruments
have.

 To know that music has a steady pulse.

#### Singing

- Can you use your voice to copy a phrase?
- Can you use your voice in different ways?
- Can you rap?
- To know songs of by heart.
- To sing from memory.
- To sing in unison.

#### **Playing Instruments**

- Can you copy the phrase using instruments?
- Can you use 2 notes to repeat a phrase and play back own answer?
- Learn the names of the instruments that they are playing.

Can you pick out the rhythm in the words?

#### **Improvise**

- Can you make up your own response with clapping?
- Can you clap along with the words of a song?
- Can you pick out the rhythm of the words?
- To know that improvisation is tunes made up on the spot.
- To make up a tune that no one has heard before.

#### **Performance**

 Can you perform the song with instrumental accompaniment?

- Can you move in different ways to the different styles of music?
- To know that music has a steady pulse.

#### Singing

- Can you learn the words to the song?
- Can you copy back phrases using 'la'?
- Can you warm up your voice?
- Can you sing the song?

#### **Playing Instruments**

- Using voices and instruments, can you listen and sing back, then listen and play your own answer using two notes, with C moving to D?
- Can you play your instruments with the song?
- To learn he name of the instrument that they are playing.
- To know some of the notes that they are playing.

#### **Improvise**

 Can you listen and clap back, then listen

#### **Playing Instruments**

 Using voices and instruments, can you listen and sing back, then listen and play your own answer using two notes, with D moving to E?

#### <u>Improvise</u>

- 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 F?

#### Composition

- Can you compose a section to go in the song?
- Understand composing is like writing a story with music.
- To understand that everyone can compose.

#### <u>Performance</u>

- Can you perform the song?
- Can you perform

- composition?
- 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.

#### **Performance**

- Can you perform using instruments?
- Can you perform the song with composition within?

throughout the vear?

Can you warm up your voice?

#### **Playing Instruments**

- Can you use instruments for your compositions?
- To know the name of the instruments that you are playing.
- To know the notes that you are playing.

#### Composition

- Can you use 'on screen composer' resource to compose a short piece of music?
- Can you select a backing track?
- Can you select 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





Improv	vise	and clap your own the song with	symbols to
<u>p.o.</u>	Can you make	answer? (Rhythms of instruments	notate?
	up your own	words) accompanying	
	response with	Can you take it in vocals?	your rhythms to
	clapping?	turns to improvise Can you perfo	
	Can you clap	using C or C and D? the song with	
	along with the	Composition improvisation	Can you turn
	words of a	■ Can you compose section within	
	song?	using the whiteboard song?	Performance
	Using 2 notes C	and grid to drag and Can you sing t	
_	and D can you	drop notes? Carryou sing to	
	improvise a	■ Can you use song and performs:	
	melody?	instruments to play	through the
	Can you take it	back your	year?
-	turns to	composition?	year : ■ To understand
			that a
C	improvise?	Can you use a	
Compo		mixture of	performance is
•	Can you	instruments in a	sharing music
	compose	group to compose in	with other
	together as a	a group?	people, called an
	class?	Can you record your	audience.
•	Can you use	composition?	
	technology to	<ul> <li>Can you navigate</li> </ul>	
	compose a tune	through your	
_	to loop? (.wav)	recorded	
<u>Perfor</u>		composition to	
•	Can you record	explore the tempo,	
	your	pause and playback,	
	composition?	loop and volume?	
•	Can you add	<u>Performance</u>	
	movement to	<ul><li>Can you play back</li></ul>	
	your	your composition?	
	performance?	<ul><li>Can you perform the</li></ul>	
•	Can you sing	song using the	
	the whole	structure?	





	T	T	T .	Т	T	T
	song?		<ul><li>Can you sing and</li></ul>			
	<ul><li>Can you</li></ul>		play with			
	perform and		instrumental parts?			
	share the song?					
	<ul><li>Can you add</li></ul>					
	dynamics to					
	create interest					
	to audience?					
Skill	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
Progression	<ul><li>Pupils start to</li></ul>	■ To start to	<ul> <li>To listen and review</li> </ul>	<ul> <li>To talk about how</li> </ul>	<ul><li>To listen and</li></ul>	<ul><li>To think about</li></ul>
	express in	express in words	their own learning	music makes you	review their own	and make simple
	words how	how different	and can suggest	feel or want to	learning and can	suggestions
	different music	music makes	ways to improve	move. SEPE.g. it	suggest ways to	about what could
	makes them	them feel.	their music e.g. play	makes me want to	improve their	make their own
	feel.	Musical Activities	faster and louder.	jump/sleep/shout	music e.g. play	work better. E.g.:
	Musical Activities	■ To learn how they	Musical Activities	etc.	faster and louder.	play faster or
	■ To start to learn	can enjoy moving	<ul> <li>To identify and recall</li> </ul>	<ul> <li>Use musical vocab</li> </ul>	Musical Activities	louder.
	how they can	to music by	repeated patterns	to discuss songs	■ To listen and clap	Musical Activities
	enjoy moving to	dancing,	and start to follow	<ul><li>Find the pulse of a</li></ul>	back a rhythm.	■ Pupil can listen
	music by	marching, being	basic musical	song/piece and	<ul> <li>To create rhythms</li> </ul>	with focus and
	dancing,	animals or pop	instructions.	move in time with	for others to play.	recall sounds
	marching, being	stars.	Singing	it.	Singing	with increasing
	animals or pop	Singing	Start to learn that	<ul><li>Move to the pulse.</li></ul>	■ To learn about	aural memory.
	stars.	<ul><li>Learn about</li></ul>	they can make	Musical Activities	voices, singing	Singing
	<ul><li>Pupil begin to</li></ul>	voices, singing	different types of	<ul> <li>Learn to start and</li> </ul>	notes of different	Learn that they
	identify and	notes of different	sounds with their	stop singing when	pitches (high and	can make
	recall repeated	pitches (high and	voices.	following a leader.	low).	different types of
	patterns and	low).	<ul><li>To start to learn to</li></ul>	Singing	<ul><li>Learn to start and</li></ul>	sounds with their
	start to follow	<ul><li>Learn that they</li></ul>	start and stop singing	■To learn that they can	stop singing when	voices – you can
	basic musical	can make	when following a	make different	following a leader.	rap or say words
	instructions.	different types of	leader.	types of sounds	Playing Instruments	in rhythm.
	<ul><li>Can you listen</li></ul>	sounds with their	Playing Instruments	with their voices.	Learn to play an	<ul> <li>Learn to start and</li> </ul>
	and clap back	voices – you can	Treat instruments	Sing the song and	instrumental part	stop singing
	then listen and	rap or say words	carefully and with	play instrumental	that matches their	when following a
	clap your own	in rhythm.	respect.	parts within the	musical challenge,	leader and to
	Clap your own	iii iii y ciiiii.	тезресс.	parts within the	indsical challetige,	icadei alia to





### answer? Singing

- To start to learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- To use voices to sing back an answer.
- To move between 2 notes: C moving to D.

#### **Playing Instruments**

- To start to learn to play an instrumental part that matches their musical challenge.
- To start to choose instruments to play and

#### **Playing Instruments**

- Learn to play an instrumental part that matches their musical challenge.
- Listen to and follow musical instructions from a leader.

#### **Improvise**

- Listen and clap back, then listen and clap your own answer (rhythms of words).
- Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.

#### Composition

- Pupils start to explore a combination of musical sounds.
- Pupil with support can combine musical elements to create different moods and

 To start to play a tuned instrumental part with the song they perform.

#### **Improvise**

- Listen and clap back, then listen and clap your own answer (rhythms of words).
- Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.

#### Composition

- Pupils create short musical patterns
- Pupils explore creating a different mixture of sounds (Long and short, loud and quiet, high and low).

#### **Performance**

- To think about others when performing.
- To perform simple rhythmical patterns, beginning to show an awareness of pulse.

- song.
- Sing the song and improvise using voices and/or instruments within the song.
- Sing the song and perform compositions within the song.

#### **Playing Instruments**

■Treat instruments carefully and with respect.

#### **Improvise**

- Listen and clap back, then listen and clap your own answer (rhythms of words).
- Use voices and instruments, listen and sing back, then listen and play your own answer.
- Take it in turns to improvise using one or two notes.

#### Composition

 To explore creating a different mixture of sounds (Long and short, loud

- using one of the differentiated parts (a one-note part, a simple part, medium part).
- Listen to and follow musical instructions from a leader.

#### **Improvise**

- Listen and clap back, then listen and clap your own answer (rhythms of words).
- Use voices and instruments,
- Listen and sing back, then listen and play your own answer using suggested notes.
- Take it in turns to improvise using two or more notes.

#### Composition

- To use a mixture of sounds to create a sequence of sounds.
- To compose using different instruments.

- take it in turns to lead.
- Use voices in different ways such as speaking, singing and chanting.

#### **Playing Instruments**

- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts.

#### **Improvise**

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





				_
perform	effects.	and quiet, high	<ul><li>To compose a</li></ul>	and play your
rhythmical	<u>Performance</u>	and low).	simple tune with	own answer.
patterns.	<ul><li>Pupil start</li></ul>	<u>Performance</u>	support of class.	<ul><li>Take it in turns to</li></ul>
<ul><li>To start to listen</li></ul>	thinking and	<ul><li>To play a tuned</li></ul>	<ul><li>Compose using</li></ul>	improvise using
to and follow	listening to others	instrumental part	computer	one or two notes.
musical	when performing.	with the song they	.programme	<u>Composition</u>
instructions		perform.	<ul><li>Navigate the</li></ul>	<ul> <li>Help to create a</li> </ul>
from a leader.		<ul><li>Record the</li></ul>	computer	simple melody
<u>Improvise</u>		performance	programme to	using one, two or
<ul><li>To take it in</li></ul>		■Choose a song they	operate volume,	three notes.
turns to		have learnt from	rewind, loop and	<ul><li>Learn how the</li></ul>
improvise.		the Scheme and	pause.	notes of the
<ul><li>Listen and clap</li></ul>		perform it.	<u>Performance</u>	composition can
back simple		■They can add their	<ul><li>To think about</li></ul>	be written down
phrases and		ideas to the	others when	and changed if
rhythms.		performance.	performing.	necessary.
<ul><li>Listen and clap</li></ul>			<ul><li>To perform</li></ul>	<ul><li>To recognise and</li></ul>
an answer			composition	explore how
(rhythms of			during break	sounds can be
words).			section on the	organized.
<ul><li>To start to take</li></ul>			song.	<ul><li>To identify and</li></ul>
it in turns to				organise sounds
improvise using				using simple
one or two				criteria e.g. loud,
notes.				soft, high low.
<u>Composition</u>				<ul><li>To combine</li></ul>
<ul><li>To create short</li></ul>				musical elements
musical				of pitch,
patterns.				duration,
<ul><li>To start to</li></ul>				dynamics, tempo,
explore a				timbre, texture
combination of				and silence can
musical sounds.				be organised and
<ul><li>With support,</li></ul>				used to create
begin to use				different moods





		1	T	T	T	
	shapes and					and effects.
	symbols to					<u>Performance</u>
	represent					<ul><li>Choose a song</li></ul>
	sound.					they have learnt
	<u>Performance</u>					from the Scheme
	<ul><li>Pupil start</li></ul>					and perform it.
	thinking and					<ul><li>To an add their</li></ul>
	listening to					ideas to the
	others when					performance.
	performing.					<ul> <li>Record the</li> </ul>
	<ul><li>Pupils sing the</li></ul>					performance and
	whole song					say how they
	through.					were feeling
	<ul><li>Pupils are</li></ul>					about it.
	aware of the					
	structure of the					
	song.					
	<ul><li>Sing the song</li></ul>					
	and play					
	instrumental					
	parts along					
	within the song.					
	<ul><li>Pupils sing the</li></ul>					
	song and					
	improvise using					
	voices and/or					
	instruments					
	within the song.					
Meta						
Cognition						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
	Hands hearts and feet	Но Но Но	I wanna play in a band	Zoo Time	Friendship song	Reflect, Rewind and
	South African music	Listen and Appraise:	Listen and Appraise:	Listen and Appraise:	Listen and Appraise:	Replay





Liste	en a	and Appraise
	•	Hands, Fee

- Hands, Feet, Heart by Joanna Mangona
- The Click Song sung by Miriam Makeba
- The Lion Sleeps
   Tonight sung by
   Soweto Gospel
   Choir
- Bring Him Back by Hugh Makeskela
- You Can Call Me Al by Paul Simon
- Hiokoloza by Arthur Mofokate

- Ho Ho Ho by Joanna Managona
- Blame it on the Boogie by The Jackson 5
- Bring Him Back Home (Nelson Mandela) by Hugh Masekela
- Suspicious Minds by Elvis Presley
- Sir Duke by Stevie Wonder
- Fly Me to the Moon by Frank Sinatra

#### I Wanna Play In A Band by Joanna Mangona

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Jonny B.Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

### Zootime bu Joanna Manaona

- Kingston Town by UB40
- Shine by ASWAD
- I.G.Y by Donald Fagen
- Feel Like Jumping by Marcia Griffiths
- I Can See Clearly Now by Jimmy Cliff

- Friendship Song by Joanna Mangona and Pete Readman
- Count On Me by
  Bruno Mars
- We Go Together (From Grease Soundtrack)
- You Give A Little Love from Bugsy Malone
- That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John
- You've Got A
   Friend In Me by
   Randy Newman

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

#### Listen and Appraise:

beginnings of the

Language of Music.

- Peer Gynt Suite:
   Anitra's Dance by
   Edvard Grieg –
   Romantic
- Bring Him Back Home (Nelson Mandela) by Hugh Masekela
- Brandenburg
   Concerto No 1 by
   Johann Sebastian
   Bach Baroque
- Fly Me To The Moon sung by Frank Sinatra
- From the Diary Of A Fly by Bela Bartok — 20<sup>th</sup> Century
- Fantasia on
  Greensleves by
  Vauahn Williams





Knowledge	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	- 20 <sup>th</sup> Century  ■ Feel Like Jumping by Marcia Griffiths  ■ Dance Of The Sugar Plum Fairy by Tchaikovsky - Romantic  ■ You've Got A Friend In Me by Randy Newman  ■ The Robots )Die Roboter) by Kraftwerk  ■ Count On Me by Bruno Mars
Kilowieuge	■ Do you like the	What is the style	■ Do you like the song?	■ Do you like the	■ Do you like the	■ How does this
	song? ■ What can you	of the music?  How is the music	<ul><li>What can you hear?</li><li>What is the style of</li></ul>	song? ■ What can you	song? ■ What can you	music make you feel?
	hear?  What is the	put together? ■ Which	the music?  How is the music put	hear? • What is the style of	hear? • What is the style	How old is this music?
	style of the	instruments play	together?	the music?	of the music?	■ Does the music
	music?	the solo?	<ul> <li>What instruments</li> </ul>	■ Hos is the music	<ul> <li>How does the</li> </ul>	remind you of
	<ul><li>How is the music put</li></ul>	<ul> <li>Is the tempo fast or slow or in</li> </ul>	play the solo? <ul><li>Is the texture thick or</li></ul>	put together? ■ How many	song make you feel?	something? Do you like the
	together?	between?	thin?	instruments can	■ Does the song tell	song?
	<ul><li>How many</li></ul>	<ul><li>What is the</li></ul>	<ul> <li>Is the dynamics loud</li> </ul>	you hear?	a story?	■ Which
	singers can you	structure or form	or soft?	■ Which instruments	■ What does the	instruments can
	hear?  • Are they male	of the music?  How is the song	Is the tempo fast or slow?	can you hear?  Which instruments	song make you think of?	you hear?  To know five
	or female?	put together?	<ul><li>Is the tempo the</li></ul>	play the solo?	■ How old do you	songs by heart
	<ul><li>Which</li></ul>	<ul> <li>Are there many</li> </ul>	same throughout?	<ul> <li>Are there many</li> </ul>	think the song is?	■ To know songs
	instrument	voices singing or	What are the style	layers of sound or	<ul><li>How is the music</li></ul>	have a chorus or





рі	ay	s ti	ne	SO	0	!	

Is there a hook?

- Is the texture think or thin or in between?
- Are there many layers of sound or just one or two?
- Is it the same throughout or does it vary?
- Which instruments/voi ces play/sing in which section?
- What are they style indicators of South African music?
- What are they style indicators of this song?
- How is the song put together?

#### **Musical Activities**

- Can you find the pulse?
- Can you listen to the rhythm and clap it back?
- Can you find the rhythm in words with one

Is the volume consistent all the way through?

iust one or two?

#### **Musical Activities**

- Can you find and move to the pulse?
- Can you listen to the rhythm and clap it back?
- Can you create rhythms for others to copy?

#### Singing

- Can you sing back a phrase?
- Can you answer a phrase using your voice?
- To know five and sing five songs from memory.

#### **Playing Instruments**

- Can you play back a phrase on instruments?
- Can you answer a phrase using instruments?
- Can you play your instruments using the score?
- Know the names of notes.

### indicators of this song?

- How is the song put together?
- To know five songs by heart.

#### **Musical Activities**

- Can you find and move to the pulse?
- Can you listen to the rhythm and clap it back?
- Can you create rhythms for others to copy?
- To know that music has a steady pulse, like a heartbeat
- To know that we can create rhythms from words, our names, favorite food, colours and animals

#### **Singing**

- Can you listen and sing back a response?
- To confidently know and sing five songs from memory.

#### **Playing Instruments**

- Can you play the glockenspiel along with the music?
- Can you follow the

- just one or two?
- What are the words of the hook?
- What is the style indicator of rock music?
- How do you know this s rock music?
- Is there a backbeat?
- Are there any solos or breaks?
- How many verses and choruses are there in the song?
- To know that songs have a musical style.

#### **Musical Activities**

- Can you confidently find and move to the pulse?
- Can you listen to the rhythm and clap it back? (Longer phrases)
- Can you create rhythms for others to copy?

#### <u>Singing</u>

- Can you sing back a phrase?
- Can you answer a phrase using your

- put together?
- Is the music fast or slow?
- Did the tempo stay the same throughout the music or did it change?
- Did you hear the different voices and instruments in this music?
   What were they?
- Did all the voices and instruments play throughout the song?
- What style of music is this? How is it put together?
- Did you hear a short pattern or melody that comes back over and over again?
- Is there a catchy section in this music?
- a solo?
- What are the style indicators of reggae?
- Do the lyrics tell a story or have a message?

- a response/answer part
- To know that songs have a musical style

#### **Musical Activities**

- Can you find and move to the pulse?
- Can you listen to the rhythm and clap it back?
- Can you create more complicated rhythms for others to copy?
- To know that music has a steady pulse, like a heartbeat
- To know that we can create rhythms from words, our names, favorite food, colours and animals

#### Singing

- Can you sing back a phrase?
- Can you answer a phrase using your voice?





and two
syllables whilst
marching the
steady beat?

#### Singing

- Can you sing back part or a whole phrase?
- To know to warm up voices.
- To know that unison is everyone singing at the same time.

#### **Playing Instruments**

- Can you play back a short phrase on instruments?
- Know the names of unturned percussion instruments played in class.

#### **Improvise**

Can you listen and clap back, then listen and clap vour own answer? (Rhythms of words) Can you play

#### **Improvise**

- Can you listen and clap back, then listen and clap your own answer? (Rhythms of words)
- Can you take it in turns to improvise a couple of bars?

#### **Performance**

- Can you sing the sing and play instrumental parts within the song?
- Can you sing the song?

#### notation?

- Can you play in time with the music?
- Can you rehearse on your instruments ready for a performance?

#### **Improvise**

- Can you clap back a response to a rhythm? Using voices and instruments:
- Can you play a twonote response moving between two notes? (F moving to G.) Can you take it in turns to improvise using F or F and G?

#### Composition

- Can you use instruments to compose a simple tune with the support of the class?
- Can vou 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

#### voice?

- Can you take note of where to take a breath to make the musical phrases flow?
- To know why we need to warm up our voices.

#### **Playing Instruments**

- Can you play the glockenspiel part?
- Can you hold instruments with care?
- Can you follow the musical notation?
- Can you play in time with the music?
- Can you play the recorder?
- Can you copy and play back a musical phrase using 2 notes C and D?

#### **Improvise**

- Can you listen and clap back, then listen and clap vour own answer? (Rhythms of words).
- Can you take it in turns to improvise

#### **Musical Activities**

- Can you confidently find and move to the pulse?
- Can you listen to the rhythm and clap longer phrases back?
- Can you create longer phrase rhythms for others to copy?

#### Singing

- Can vou add movement to the song?
- Can you sing the words pronouncing the words clearly?
- Can you sing the coda section?
- Can you sing both parts?

#### **Playing Instruments**

Can you use your voices and instruments to listen and sing back, then listen and play your own answer using two notes, with G moving to E?

- To confidently know and sing five songs from memory.
- To know why we need to warm up our voices.

#### **Playing Instruments**

- Can you hold instruments with care?
- Can you follow the musical notation?
- Can you play in time with the music?
- Can you play adding dynamics?
- Can you rejoin in if you get lost?
- Know the names of the unturned percussion instruments.

#### **Improvise**

- Can you listen and clap back to a phrase, then listen and clap vour own answer? (Rhythms of words).
- Can you use your





		<u> </u>	1	
back a phrase	to change the	using notes of the	<ul><li>Can you play the</li></ul>	voices and
using C and D	<u>Performance</u>	song?	glockenspiel part	instruments to
moving	<ul> <li>Can you play your</li> </ul>	<ul><li>Using voices and</li></ul>	using E, G, A and	listen and sing
between the	composition in the	instruments, listen	B?	back, then listen
two notes?	break section of the	and sing back, then	<u>Improvise</u>	and play your
<u>Composition</u>	song?	listen and play	<ul><li>Can you listen and</li></ul>	own answer
■ Can you	<ul> <li>Can you rehearse the</li> </ul>	your own answer	clap back, then	using two or
compose a tune	song with the	using two notes,	listen and clap	more notes, with
using the	backing?	with C moving to	your own	C moving to D
computer	Can you add	D?	answer?	and others?
program?	dynamics to the	<ul><li>Using voices and</li></ul>	(Rhythms of	<ul><li>Can you take it in</li></ul>
■ Can you work in	performance?	instruments; can	words).	turns to
a group to	Can you remember	you listen and sing	<ul><li>Can you use your</li></ul>	improvise using C
compose a	the order of the	back a response?	voices and	or C and D and
tune?	song?	<ul><li>Can you sing back</li></ul>	instruments to	other notes
■ Can you save	Can you add	a phrase?	listen and sing	whilst keeping in
your	instruments to the	<ul><li>Can you play back</li></ul>	back, then listen	time?
composition?	song?	a phrase on	and play your	Composition
■ Can you	33.18.	instruments?	own answer using	<ul><li>Can you use 'on</li></ul>
navigate the		<ul><li>Can you answer a</li></ul>	two notes, with C	screen composer'
selection to		phrase using your	moving to D?	resource to
change the		voice?	<ul><li>Can you take it in</li></ul>	compose a short
volume, loop,		<ul><li>Can you answer a</li></ul>	turns to	piece of music?
rewind and		phrase using	improvise?	<ul><li>Can you select an</li></ul>
play?		instruments?	Composition	appropriate note
<u>Performance</u>		<u>Composition</u>	<ul><li>Can you compose</li></ul>	to begin your
■ Can you		<ul><li>Can you work</li></ul>	a short tune and	composition?
perform the		together to	learn how to play	<ul><li>Can you create</li></ul>
song in the		compose a piece	it?	an 8 bar block
correct order?		independent of the	<ul><li>Can you use the</li></ul>	composition?
<ul><li>Can you reflect</li></ul>		teacher?	computer	<ul><li>Can you play your</li></ul>
on your		<ul><li>Can you use the</li></ul>	program to drag	8 bar
performance?		computer	and drop notes	composition
<ul><li>Can you</li></ul>		composer to	onto a grid/score	using
perform the		support notation,	to record your	instruments?





song with your	dragging and composition?	<ul><li>Can you use</li></ul>
compositions?	dragging and composition? dropping notes to ■ Can you save your	classroom
■ Can you	compose a piece? composition?	instruments?
perform the	can you save your	Kirytiiii Grid
song with	composition? the controls to	work
instruments?	can you use the change the	- Carr you choose a
	controls to change volume, play it	time signature?
	the volume, play, back, pause, and	<ul><li>Can you use</li></ul>
	and loop, rewind rewind, and loop	symbols or
	the piece? it?	notation?
	■ Can you perform Performance	<ul> <li>Can you clap the</li> </ul>
	your composition? • Can you perform	rhythms?
	<u>Performance</u> your	<ul> <li>Can you shuffle</li> </ul>
	■ Can you perform composition?	your rhythms?
	the song with your Can you play/sing	<ul><li>Can you turn</li></ul>
	composition in the the song?	your grid?
	music? ■ Can you add	<ul><li>Can you work</li></ul>
	■ Can you perform movement to	together as a
	the whole song? your song?	class or in
	■ Can you reflect on	groups?
	your performance?	<u>Performance</u>
		<ul><li>Can you perform</li></ul>
		your piece of
		music?
		<ul><li>Can you rehearse</li></ul>
		ready for a
		performance?
		<ul><li>Can you record</li></ul>
		your
		performance?
		<ul><li>Can you reflect</li></ul>
		on how the
		performance
		went?
		<ul><li>Can you play</li></ul>





						instrument
						within the song?
Skills	Listen and Appraise	Listen and Appraise	<u>Listen and Appraise</u>	<u>Listen and Appraise</u>	Listen and Appraise	<u>Listen and Appraise</u>
Progression	■ To learn how	■ To learn how	<ul> <li>Use increasing</li> </ul>	<ul> <li>To enjoy moving to</li> </ul>	<ul> <li>To begin to be</li> </ul>	■ To begin o be
	songs can tell a	songs can tell a	musical language	music by dancing,	confident moving	confident moving
	story or	story or describe	when answering	marching, being	to music by	to music by
	describe an	an idea.	questions.	animals or pop	dancing,	dancing,
	idea.	<ul><li>To enjoy moving</li></ul>	<ul><li>Identify instruments</li></ul>	stars.	marching, being	marching, being
	<ul><li>To begin to</li></ul>	to music by using	playing.	<ul><li>To learn how songs</li></ul>	animals or pop	animals or pop
	learn how they	different actions	<ul><li>Identify if singers are</li></ul>	can tell a story or	stars.	stars.
	can enjoy	to feel the pulse	male or female.	describe an idea.	<ul><li>To learn how</li></ul>	<ul><li>To say how songs</li></ul>
	moving to	and rhythm.	<ul><li>Identify how many</li></ul>	Musical Activities	songs can tell a	can tell a story or
	music by	Musical Activities	singers there are	<ul><li>To find and</li></ul>	story or describe	describe an idea.
	dancing,	<ul><li>To find the pulse.</li></ul>	singing.	demonstrate the	an idea.	Musical Activities
	marching, being	<ul><li>To keep a steady</li></ul>	<ul><li>To learn how they</li></ul>	pulse.	<b>Musical Activities</b>	<ul><li>To find and</li></ul>
	animals or pop	pulse.	can enjoy moving to	<ul><li>To know the</li></ul>	<ul><li>To find the pulse.</li></ul>	demonstrate the
	stars.	<ul><li>Listen and</li></ul>	music by dancing,	difference	<ul><li>To keep in time</li></ul>	pulse.
	Musical Activities	sing/play/clap	marching, being	between pulse and	with the music.	<ul><li>To know the</li></ul>
	<ul><li>To find the</li></ul>	back.	animals or pop stars.	rhythm.	<ul><li>Listen to rhythm</li></ul>	difference
	pulse.	<ul><li>To know that</li></ul>	<ul><li>To learn how songs</li></ul>	<ul><li>To know how</li></ul>	and copy it back.	between pulse
	<ul><li>To copy a</li></ul>	music has a	can tell a story or	pulse, rhythm and	<ul><li>Listen and</li></ul>	and rhythm.
	rhythm back.	steady pulse, like	describe an idea.	pitch work	sing/play back.	<ul><li>To know how</li></ul>
	<ul><li>To keep a</li></ul>	a heartbeat.	<ul> <li>Learn to identify the</li> </ul>	together.	<ul><li>Listen back and</li></ul>	pulse, rhythm
	steady beat.	<ul><li>To know that we</li></ul>	different sections of	<ul><li>Know every piece</li></ul>	sing warming up	and pitch work
	<ul><li>To know that</li></ul>	can create	a song.	of music has a	voice.	together.
	music has a	rhythms from	Musical Activities	steady beat.	Singing	<ul> <li>Know every piece</li> </ul>
	steady pulse,	words, our	<ul> <li>To find the pulse.</li> </ul>	Singing	■ Learn about	of music has a
	like a heartbeat.	names, favorite	<ul> <li>To keep in time with</li> </ul>	Learn that they can	voices singing	steady beat.
	<ul><li>To know that</li></ul>	food, colours and	the music.	make different	notes of different	Singing
	we can create	animals.	<ul><li>Listen to rhythm and</li></ul>	types of sounds	pitches (high and	■ Learn about
	rhythms from	Singing	copy it back.	with their voices –	low).	voices singing
	words, our	■ To listen and sing	<ul><li>Listen and sing/play</li></ul>	you can rap	<ul><li>Learn that they</li></ul>	notes of different





names, favorite
food, colours
and animals.

#### Singing

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

#### **Playing Instruments**

- To treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their

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

#### **Playing Instruments**

- Learn to play a tuned instrumental part that matches their musical challenge
- Play the part in time with the steady pulse.

#### **Improvise**

Listen and clap

back

 Listen back and sing warming up voice

#### Singing

- Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
- Learn to find a comfortable singing position.
- Learn to sing the song.

#### **Playing Instruments**

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

#### **Improvise**

 Listen and clap back, then listen and clap your own answer (spoken word with rhythm).

 Learn to find a comfortable singing position

#### **Playing Instruments**

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

#### **Improvise**

- Listen and clap back, then listen and clap your own answer with increasing accuracy (rhythms of words).
- Use voices and a range of instruments, listen and sing back, then listen and play

can make different types of sounds with their voices — ED you can rap (spoken word with rhythm).

#### **Playing Instruments**

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

#### **Improvise**

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

pitches (high and low) and have more control over voices. To explore making different types of sounds with their voices.

#### Playing Instruments

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

#### **Improvise**

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





	manusi sa l	book Aboutiteer	/ula			different notes
	musical	back, then listen	(rhythms of words).	your own answer	one or two notes.	different notes.
	challenge	and clap your	<ul><li>Use voices and</li></ul>	using a variety of	<ul><li>Take it in turns to</li></ul>	<u>Composition</u>
	<ul><li>Play the part in</li></ul>	own answer	instruments, listen	notes.	improvise using	<ul> <li>Learn how basic</li> </ul>
	time with the	(rhythms of	and sing back, then	<ul><li>Take it in turns to</li></ul>	one or two notes.	musical notation
	steady pulse.	words).	listen and play your	improvise using a	<u>Composition</u>	and changed if
	<u>Improvise</u>	<ul><li>Use voices and</li></ul>	own answer using	variety of notes.	<ul><li>Create three</li></ul>	necessary
	<ul><li>Listen and clap</li></ul>	tuned and	one or two notes.	<u>Performance</u>	simple melodies	<u>Performance</u>
	back, then	unturned	<ul><li>Take it in turns to</li></ul>	<ul><li>Record the</li></ul>	with the Units	<ul><li>Record the</li></ul>
	listen and clap	instruments,	improvise using one	performance and	using one, three	performance and
	your own	listen and sing	or two notes.	say how they were	or five different	say how they
	answer	back, then listen	Composition	feeling about it	notes.	were feeling
	(rhythms of	and play own	<ul><li>Create a tune as a</li></ul>	and what	<ul><li>Learn how the</li></ul>	about it and how
	words).	answer using a	class using the	improvements can	notes of the	it can be
	<ul><li>Use voices and</li></ul>	variety number of	computer.	be made.	composition can	improved using
	instruments,	notes.	<ul><li>Create a simple</li></ul>		be written down	musical language.
	listen and sing	<ul> <li>Take it in turns to</li> </ul>	composition with a		and changed if	garager
	back, then	improvise using	group.		necessary.	
	listen and play	one or two notes.	Read the class		■ They can add	
	own answer	Performance	composition and play		their ideas to the	
	using one or	■ Sing clearly so	it back.		performance.	
	two notes.	that the words	<ul><li>Change the volume</li></ul>		Performance	
	■ Take it in turns	are clear.	of the composition.		■ Record the	
	to improvise	■ To perform the	Performance		performance and	
	using one or	song with	Record the		say how they	
	two notes.	intended	performance and say		were feeling	
			1		_	
	Composition	structure.	how they were		about it.	
	■ To create	■ Sing the song	feeling about it.			
	simple	with instruments	<ul> <li>To remember the</li> </ul>			
	compositions	accompanying	structure of the song			
	using 3 notes.	the song.				
		<ul> <li>Play instrumental</li> </ul>				
		parts along with				
		the song.				
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:	Natural elements Glockenspiel stage 1 Listen and Appraise:	Civilisation Three little birds Listen and Appraise:	Environmental The dragon song Music from around the world.	Discoveries Bringing us together Listen and Appraise:	Culture Reflect rewind and replay This Unit of Work
	<ul> <li>Let Your Spirit         Fly by Joanna         Mangona</li> <li>Colonel Bogey         March by         Kenneth Alford</li> <li>Consider         Yourself from         the muscial         Oliver</li> <li>Ain't No         Mountain High         Enough by         Marvin Gaye</li> <li>You're the First,         the Last, My         Everything by         Barry White</li> </ul>	<ul> <li>Easy E</li> <li>Strictly D</li> <li>Drive</li> <li>07 deeCee's Blues</li> <li>What's Up?</li> <li>D-E-F-infinity</li> <li>Roundabout</li> <li>March of the Golden Guards</li> <li>Portsmouth</li> </ul>	<ul> <li>Three Little Birds by Bob Marley</li> <li>Jamming by Bob Marley</li> <li>Small People by Ziggy Marley</li> <li>54 -46 Was My Number by Toots and The Maytals</li> <li>Ram Goat Liver by Pluto Shervington</li> <li>Our Day Will Come by Amy Winehouse</li> </ul>	Listen and Appraise:  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	<ul> <li>Bringing Us         Together by         Joanna Mangona         and Pete         Readman</li> <li>Good Times by         Nile Rodgers</li> <li>Ain't Nobody by         Chaka Khan</li> <li>We Are Family by         Sister Sledge</li> <li>Ain't No Stopping         Us Now by         McFadden and         Whitehead</li> <li>Car Wash by Rose         Royce</li> </ul>	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:  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 Gwyneth Herbert The Clock: 11 Andante by Franz Joseph Haydn (Classical) Vaishnava Jana Piano Concerto: Allegro Maestoso by Franz Liszt





						<ul> <li>Birdsong (Chinese Traditional</li> <li>We Are Family by Sister Sledge</li> </ul>
Knowledge	Listen and appraise	Listen and appraise	Listen and appraise (Reflect)	Listen and appraise	Listen and appraise	Listen and appraise
	(Reflect)	(Reflect)	Do you like the song?	(Reflect)	(Reflect)	(Reflect)
	<ul> <li>Who wrote the song?</li> <li>How do the lyrics make you feel?</li> <li>Do you like the song?</li> <li>What can you hear?</li> <li>What is the style of the music?</li> <li>How is it put together?</li> <li>How many singers?</li> <li>Are they male or female?</li> <li>Are they singing</li> </ul>	<ul> <li>Can you name the instruments played?</li> <li>Can you describe the temp? Rhythm? Dynamics?</li> <li>Musical Activities</li> <li>What is the difference between pulse and rhythm?</li> <li>Do you know how rhythm and pulse and pitch work together?</li> <li>Playing Instruments</li> <li>Can you play as</li> </ul>	<ul> <li>What can you hear?</li> <li>What style of music is this?</li> <li>How is the song put together?</li> <li>How many singers can you hear?</li> <li>Are they male or female?</li> <li>Is the singer's solo or backing accompaniment?</li> <li>How many instruments? Which ones?</li> <li>Which instruments play the solo?</li> <li>Is there a hook?</li> <li>Is the texture thick,</li> </ul>	<ul> <li>What country do you think this music is from?</li> <li>What can you hear?</li> <li>How does this music make you feel?</li> <li>What did you like about the song?</li> <li>What language do you think it might be?</li> <li>What do you think it is about?</li> <li>How are the songs different and how are they the same?</li> <li>Musical Activities</li> </ul>	<ul> <li>Does this song tell a story? What is the story?</li> <li>What can you hear?</li> <li>What style of music is this?</li> <li>How does this music make you feel?</li> <li>Do you like the song?</li> <li>Musical Activities</li> <li>Can you find the pulse?</li> <li>Can you clap back the rhythms that you hear?</li> <li>Can you copy</li> </ul>	<ul> <li>What can you hear?</li> <li>Can you use the correct vocab to describe what you can hear?</li> <li>What instruments can you hear?</li> <li>What is the tempo like?</li> <li>How does the music make you feel?</li> <li>How old do you think this music is?</li> <li>Does the music tell a story?</li> </ul>
	in unison or in harmony?	part of the class or in a group?	thin or in between?  • Are there many	<ul> <li>Can you find and keep the pulse and</li> </ul>	back using instruments?	Do you like the music?
	Solo or backing?	Can you follow a	layers of sound?	the tempo?	■ Can you copy	Playing Instrument
	<ul><li>How many instruments are</li></ul>	conductor? • Can you listen to	<ul><li>Are there many singers/instruments</li></ul>	<ul><li>Can you move in time with the</li></ul>	back the riffs that you hear using	<ul><li>Can you listen and copy back</li></ul>





there in the
backing sound
track?

- Do any of the instruments play a solo?
- Is there a hook? What are the words for the hook?
- What is they 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?

#### **Musical Activities**

Can you find the pulse?

- each other as you play?
- Can you listen and play it back?

#### **Improvisation**

- 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?

#### Composition

 Using the notes C and D can you compose an 8 bar block.

#### **Performance**

Do you know that performing is sharing music with an audience?
 Do you know and

### playing or just one or two?

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

#### **Musical Activities**

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

#### Singing

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

#### **Playing Instruments**

 Can you use instruments to listen and play your own answer using one note: C and D?

### music? Singing

- 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?

**Improvise** 

#### Singing

Can you learn the song in sections?

instruments?

#### Playing Instrument

Can you listen and copy back using two notes: C and A?

#### <u>Improvise</u>

 Using your instruments can you listen and play your own answer using two notes: C and A?

#### Composition

Can you create a class melody to play over the chorus?

#### Performance

- Can you sing and pay instrumental parts within the song?
- Can you sing the song and perhaps play instruments, improvise or perform your compositions within the song?

- using two notes
- 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?

#### **Improvisation**

Can you play and improvise using your instrument?

#### **Composition**

- Using on screen percussion writer can you create you 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





		1	,	
<ul><li>Can you move</li></ul>	have planned	<ul><li>Can you sing the</li></ul>	<ul><li>Can you listen and</li></ul>	your rhythm?
in time to the	everything that	words to the song?	copy back using	
pulse?	will be	<ul><li>Using your</li></ul>	the notes G, A + B?	<ul><li>Can you shuffle</li></ul>
<ul><li>Does this piece</li></ul>	performed?	instruments listen	<ul><li>Using your</li></ul>	your rhythm?
of music have a	<ul><li>Do you know to</li></ul>	and play your own	instruments, can	<ul><li>Can you turn the</li></ul>
steady pulse?	speak clearly in so	answer using two	you listen and play	grid?
Singing	that the audience	notes C and D?	your own answer	<u>Performance</u>
<ul><li>Can you sing as</li></ul>	can understand	<u>Improvise</u>	using any of these	<ul><li>Can you prepare</li></ul>
part of the class	you?	<ul> <li>Can you make up</li> </ul>	notes: G, A or B?	for a
or in a group?		your own tunes on	<ul><li>Can you take turns</li></ul>	performance of
<ul><li>Can you listen</li></ul>		the spot?	to lead?	songs and
to each other as		<ul> <li>Do you know what</li> </ul>	■ Can you use	activities from
you sing?		improvisation is?	instruments	the year?
<ul><li>Can you warm</li></ul>		<ul><li>Can you use two</li></ul>	correctly?	■ Do you know to
up your voice		notes confidently to	Can you play music	speak clearly in
before singing?		improvise?	in time with each	so that the
<ul><li>Can you listen</li></ul>		<ul><li>Can you use the</li></ul>	other?	audience can
and sing it		notes given to	<ul><li>Can you follow a</li></ul>	understand you?
back?		improvise a tune?	leader?	
Playing Instruments		<ul><li>Can you take it in</li></ul>	<u>Performance</u>	
<ul><li>Can you follow</li></ul>		turns to improvise	<ul><li>Can you perform</li></ul>	
a conductor?		using one note: C?	and share what	
<ul><li>Can you play</li></ul>		<ul><li>Can you take it in</li></ul>	you have learnt	
and improvise		turns to improvise	during this song?	
using your		using two notes C	Can you perform	
instrument?		and D?	using instruments	
<ul><li>Can you listen</li></ul>		<ul><li>Can you listen and</li></ul>	to accompany	
and play a		play own answer	you?	
response on		using one or two	<ul><li>Can you use</li></ul>	
your own		notes C and D?	instruments to	
answer using		<u>Composition</u>	improvise in a	
one note: C?		<ul><li>Can you explain that</li></ul>	performance?	
<u>Improvise</u>		a composition is		
<ul><li>Can you listen</li></ul>		created by yourself		
and clap back a		and written like a		





rhythm?	story and that it can	
■ Can you make	be played or	
up your own	performed again to	
tunes on the	your friends?	
spot?	Can you explain that	
■ Do you know	there are different	
what	ways of writing a	
improvisation	composition down	
is?	and recording it	
■ Can you use	audio or written?	
two notes	<u>Performance</u>	
confidently to	■ Can you perform to	
improvise?	the class?	
■ Can you use the	■ Can you sing the	
notes given to	song and improvise	
improvise a	using instruments or	
tune?	voices within the	
<ul><li>Can you take it</li></ul>	song?	
in turns to		
improvise using		
one note: C?		
<ul><li>Can you take it</li></ul>		
in turns to		
improvise using		
C and D?		
<u>Composition</u>		
<ul><li>Can you talk</li></ul>		
about		
composition?		
Can you explain		
that a		
composition is		
created by		
yourself and		
written like a		





story and that it			
can be played			
or performed			
again to your			
friends?			
<ul> <li>Can you explain</li> </ul>			
that there are			
different ways			
of writing a			
composition			
down and			
recording it			
audio or			
written?			
<u>Performance</u>			
■ Do you know			
how to talk			
about			
performance?			
■ Do you know			
that a			
performance			
isn't a drama?			
<ul><li>It can be to one</li></ul>			
person or to			
each other?			
■ Do you know			
and have			
planned			
everything that			
will be			
performed?			
■ Do you know			
that performing			
involves			
		I	





	communicating					
	feelings,					
	thoughts and					
	ideas about the					
	song/music?					
Skill	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
Progression	<ul><li>To find the</li></ul>	<ul><li>To confidently</li></ul>	<ul><li>To think about what</li></ul>	<ul><li>Listen carefully and</li></ul>	<ul><li>To think about</li></ul>	<ul><li>Listen to and</li></ul>
	pulse.	identify and move	the words of a song	respectfully to	what the words of	reflect upon the
	<ul><li>To confidently</li></ul>	to the pulse.	mean.	other people's	a song mean.	developing
	identify and	Musical Activities	<ul><li>To take it in turn to</li></ul>	thoughts about the	<b>Musical Activities</b>	composition and
	move to the	<ul><li>To treat</li></ul>	discuss how the song	music.	<ul><li>To confidently</li></ul>	make 🔀 musical
	pulse.	instruments	makes them feel.	<ul><li>To confidently</li></ul>	identify and move	decisions about
	<ul><li>To think about</li></ul>	carefully and with	Musical Activities	identify the pulse	to the pulse.	pulse, rhythm,
	what the words	respect.	<ul><li>Clap and say back</li></ul>	of the music	<ul><li>Clap and say back</li></ul>	pitch, dynamics
	of a song mean.	Singing	rhythms.	<ul><li>Talk about how it</li></ul>	rhythms with	and tempo
	<ul> <li>To discuss how</li> </ul>	■ To sing back a	<ul><li>Create your own</li></ul>	was created.	increasing length.	Singing
	the song makes	phrase	simple rhythm	Musical Activities	<ul><li>Create own</li></ul>	■ To follow a
	them feel.	<ul><li>Pupils start to</li></ul>	patterns.	<ul><li>To find the pulse.</li></ul>	rhythm patterns.	leader when
	Musical Activities	sing in unison and	<ul> <li>Lead the class using</li> </ul>	<ul><li>To say back</li></ul>	<u>Improvise</u>	singing.
	<ul> <li>To clap and say</li> </ul>	in two parts	their simple rhythms.	rhythms.	■ Take it in turns to	■ To enjoy
	back rhythms	Playing an instrument	Singing	<ul><li>To copy back using</li></ul>	improvise using	exploring singing
	■ To create own	To play back a	■ To follow a leader	voices.	one note on own	solo.
	simple rhythms	musical phrase	when singing.	<ul><li>To copy back using</li></ul>	or in small groups.	<ul><li>To sing with</li></ul>
	■ To lead the	using open strings	■ To demonstrate a	instruments.	Composition	awareness of
	class using own	on an instrument.	good posture when	<ul><li>To lead the class</li></ul>	Record the	being 'in tune'.
	rhythms.	<ul><li>Copy back with</li></ul>	singing.	with a simple	composition in	■ To have an
	Singing	instruments	■ To have an	rhythm card.	any way	awareness of the
	■ To know that	<ul><li>Copy back with</li></ul>	awareness of the	Singing	appropriate that	pulse internally
	singing in a	instruments,	pulse internally when	To sing in unison	recognises the	when singing.
	group is called a	without and then	singing.	and in simple two-	connection	Composition
	choir.	with notation	To sing in unison,	parts.	between sound	■ Listen to and
	■ To know that	■ Connection	becoming aware of	■ To follow a leader	and symbol (e.g.	reflect upon the
	songs can make	between sound	pitch.	when singing.	graphic/pictorial	developing
	vou feel	and symbol (e.g.	Playing Instrument	<ul><li>To enjoy exploring</li></ul>	notation).	· -
	you leel	and symbol (e.g.	riaying motiument	- TO ETIJOY EXPIOITING	notation).	composition and





energetic, sad,	,
happy etc.	

 To know why you must warm up your voice.

#### **Playing instruments**

- To treat instruments carefully and with respect.
- To rehearse and perform their part within the context of the unit song.
- To listen to and follow musical instruments from a leader.

#### <u>Improvise</u>

- To take turns to improvise.
- Listen and copy back using instruments, two different notes.
- Using instruments, listen and create your own answer using two different notes

Composition

graphic/pictorial notation)

#### **Improvise**

- 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.

#### **Composition**

- 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

- Play any one, or all four, differentiated parts on a tuned or unturned instrument a one note, simple or medium part or the melody of the song from memory or using notation.
- Listen and copy back using two notes: C and D
- Using instruments, to listen and play your own answer using two notes: C and D

#### **Improvise**

 Take it in turns to improvise using two notes: C and D

#### Composition

- To plan and create a section of music that can be performed within the context of the unit song.
- To compose using C, D E, G +A

#### Performance

 To record the performance and say how they were feeling, what they were pleased with what they would

- singing solo. [5]

  To sing with
  awareness of being
- To have an awareness of the pulse internally when singing.

'in tune'.

#### **Playing Instrument**

- Play any one, or all four, differentiated parts on a tuned or unturned instrument a one note, simple or medium part or the melody of the song from memory or using notation.
- Using instruments, listen and create your own answer using two different notes.
- To take turns when improvising using
   G. A and B.

#### Composition

- To help create at least one simple melody using one, three or five different notes.
- To compose using D, E, G, A +B

- 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.

#### <u>Performance</u>

To work in groups to play composition: listening to each other, follow a conductor and perform whole song.

- make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- To record compositions in any way appropriate that recognizes the connection between sound and symbol (graphic/pictorial notation)

#### Performance

- To record the performance and say how they were feeling, what they were pleased with what they would change and why.
- To think about others while performing.





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	Performance  ■ Communicate feeling in performance.	change. To communicate the meaning of the words and clearly articulate them.	<ul> <li>To talk about how it was created.</li> <li>Performance</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To think about others while performing.</li> </ul>	
and tempo.  Performance  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				





	sit.  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	Natural elements	Civilisation	Environmental	Discoveries	Culture
'	Mamma Mia	Glockenspiel stage 2	Stop	<b>Lean on me</b> Soul/Gospel	Blackbird The Beatles/Pop	Reflect rewind and replay
	Listen and Appraise:	Listen and Appraise:	Listen and Appraise:	music	Listen and Appraise:	This Unit of Work
	<ul> <li>Mamma Mia by Abba</li> <li>Dancing queen by Abba</li> <li>The Winner Takes it All by Abba</li> <li>Waterloo by Abba</li> <li>Thank You For The Music by Abba</li> </ul>	(Revisit from Stage 1 Year 3)  - Easy E - Mardi Gras Groovin - Roundabout - Portsmouth - Strictly D  New - Two – Way Radio - Flea Fly - Rigadoon - Mamma Mia	<ul> <li>Stop! – Grime</li> <li>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>Radetzky March by Strauss (Classical)</li> <li>Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)</li> <li>Libertango by astor Piazzolla (Tago)</li> <li>Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip</li> </ul>	Listen and Appraise:  Lean On Me by Bill Withers He Still Love Me by Walkter Williams and Beyonce Shackles by Mary Mary Amazing Grace by Elvis Presley Ode To Joy Symphony No 9 Beethoven Lean On Me by The ACM Gospel Choir	<ul> <li>Blackbird by The Beatles</li> <li>Yellow Submarine by The Beatles</li> <li>Hey Jude by The Beatles</li> <li>Can't Buy Me Love by The Beatles</li> <li>Yesterday by The Beatles</li> <li>Let it Be by The Beatles</li> </ul>	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:  La Quinta Estample Real anon 13th century (Early Msuic) Dancing Queen by Abba





Knowledge <u>Li</u>	isten and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	<ul> <li>Can't Stop The Feeling! By Justin Timberlake</li> <li>Moonlight Sontata by Beethoven</li> <li>Libertango by Piazzolla</li> <li>Bridal March/Chorus by Wagner</li> <li>Lean On Me sung by the ACM Gospel Choir</li> <li>Rhapsody In Blue by Gershwin (20<sup>th</sup> Century)</li> <li>Amazing Grace sung by Elvis Presley</li> <li>Einstien On The Beach by Philip Glass</li> <li>Let It Be by The Beatles</li> </ul> Listen and Appraise
	<ul><li>Can you name</li></ul>	<ul><li>What is the song</li></ul>	<ul><li>Who wrote the</li></ul>	<ul><li>Can you name</li></ul>	<ul><li>Do you like this</li></ul>	■ Do you know
	some of the	about?	song?	some of the	piece of music?	what is by some





instruments
that you hear in
the music?

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 hare they are used e.g. texture, dynamics, tempo, rhythm and pitch?

### **Musical Activities**

- 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?

What are the musical dimensions of this music i.e. texture, dynamics, tempo, rhythm and pitch?

### **Musical Activities**

- 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

### Singing

 Can you listen to a phrase and sing back a melody with increasing musical memory?

### **Playing Instruments**

Using your instruments, listen and play your own answer using two notes: C and D?

- Can you tell me about the composer?
- What are the lyrics about?
- How does this song make you feel?
- is this?

What style of music

- How do you know?
- Is it a male for female singer?
- Can you identify the main sections of the song?

### **Musical Activities**

- 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?

### Singing

 Can you listen and sing back melodies and lyrics in time with the music and instruments heard in the music?

- How are they being played?
- Can you identify the sections of the music?
- Who is the composer?
- Can you find the pulse?

### **Musical Activities**

- Can you find the pulse?
- Can you copy and clap back a rhythm?
- Can you copy back a rhythm on your instrument?

### Singing

- 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?

### **Playing Instruments**

Using your instruments, listen and play your own answer using one note: F? How old is it? What is the structure of this music?

### **Musical Activities**

- 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?

### Singing

- 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?

### **Playing Instruments**

- Can you listen and copy back using instruments, one note: C?
- Using your instruments, can you listen and play your own

music terms? E.g. tempo, adagio, andante, bar, pulse, crescendo, harmony, key, largo, pitch, scales?

- Do you know any history of music?
- Do you know any different styles of music?
- Can you identify any different styles of music?
- What can you hear?
- Does the music tell a story?

### **Musical Activities**

- Can you create an 8 bar composition?
- Can you find the pulse?
- Can you copy back a musical phrase?
- Can you clap/sing or play back a musical phrase?

### Singing

Can you listen and sing back a melody?





•	What is the
	difference
	between pulse
	and rhythm?

How do you keep an internal pulse?

### Singing

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

### **Playing Instruments**

- Can you listen and play your own answer using one note:
   G?
- Can you listen and copy back using instruments, one note: G?

### **Improvise**

- Can you play and improvise using your instruments?
- Can you take it in turns to improvise using one note: G?

- 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?

### **Improvise**

 Take it in turns to improvise using two notes: C and D.

### Composition

- 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?

### Performance

Can you perform as part of a group?

### pulse?

Can you copy back any riffs using 'la' when you are singing back?

### **Playing Instruments**

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

### **Improvise**

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

### Composition

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

### **Performance**

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

- 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?

### Improvise

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

### Composition

 Can you use 3 notes (F, G and A)

- answer using one note: C?
- 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?

### <u>Improvise</u>

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

### Composition

Can you make a rhythm grid-using notation? Can you warn up your voice?

### **Playing Instruments**

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

### Improvise

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

### Composition

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

#### Performance

Can you choose what to perform and create a





■ Can you use ■ Can you perform your	to compose a simple melody?	<ul><li>Can you use the</li></ul>	programme?
instruments to improvise using G and A?  Can you take turns to improvise around 3 notes?  Composition 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? Can you use formal notation? Can you gerform the rehearsed piece of music? Can you add dynamics to your performance? Can you to follow a leader? Can you take turns to lead?  Can you take turns to lead?	<ul> <li>Can you work in small groups using a mixture of instruments to compose?</li> <li>Can you compose a rhythmical line and clap it back?</li> <li>Can you use a grid to help compose a rhythm?</li> <li>Can you compose an 8 bar composition?</li> <li>Performance</li> <li>Can you perform the whole song?</li> <li>Can you perform your compositions in the break section?</li> </ul>	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?  Performance  Can you perform your compositions?  Can you perform on an instrument?  Can you perform the whole song?	<ul> <li>Can you present a musical performance designed to capture the audience?</li> <li>Can you sing and rap the words clearly and play with confidence?</li> <li>Can you prepare for a performance of some of some of the songs learnt over this year?</li> </ul>





	Can you perform the whole song?					
	Can you  perform your  composition to					
	the class?					
Skill	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
Progression	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	■ 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.  Musical Activities ■ To identify and move to the	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	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	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	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





# music drawn from different traditions, great composers and musicians.

### **Musical Activities**

- To identify and move to the pulse.
- To clap and say rhythms back.
- To create own simple rhythms.

### Singing

- 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.

#### **Playing Instrument**

To treat instruments

- To match notes to musical notation.
- To match rhythms to symbols.

### **Playing Instruments**

- 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.

### **Improvise**

 Improvise using instruments in the context of a song they are learning to perform.

### Composition

- Plan and create a section of music that can be performed.
- Talk about how it was created.
- Listen to and reflect upon the developing

comment on this effect.

### **Musical Activities**

- To identify and move to the pulse.
- To match notes to musical notation.
- To match rhythms to symbols.
- Lead the class with clap it back rhythms.
- Create own simple rhythm patterns.
- Copies back a rhythm pattern.

### Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

### **Playing Instruments**

 To treat instruments carefully and with respect.

### **Musical Activities**

- Lead the class with clap it back rhythms.
- Create own simple rhythm patterns.
- Copy backs a rhythm pattern.
- Copy backs a rhythm pattern on instruments.
- Copy back using notation and without.

### Singing

- To follow a leader when singing.
- To demonstrate god posture when singing.
- To sing with awareness of being in tune.
- To rejoin the song if lost.

### **Playing Instruments**

- To treat instruments with care and respect.
- To play any one note or all four differentiated parts o a tunes instruments- a one-note, simple

this effect.

### **Musical Activities**

 To confidently identify and move to the pulse.

### Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

### **Playing Instruments**

- To treat instruments carefully and with respect.
- Play any one, or all four, differentiated parts on a tuned instrument – a

musical language.
To listen to.

understand a
wide range of
high quality live
and recorded
music drawn
from different

traditions, great composers and

### musicians.

 Create one simple rhythm patters.

**Musical Activities** 

- Lead the class using their simple rhythms.
- Listen and sing back no notation.
- Copy back using instruments.

#### Singing

- To experience leading the playing by making sure everyone plays in the playing section of the song.
- To sing in unison an in simple two-





with respect.

Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of

carefully and

 To start to listen to and follow musical instructions from a leader.

the song from

using notation.

memory or

- To experience leading a group.
- To rehearse.

#### **Improvise**

- 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.

- composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

### **Performance**

- To rehearse and perform.
- 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

- Play any one, or all four, differentiated parts on a tuned instrument – a onenote, 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.

### <u>Improvise</u>

 Improvise using instruments in the context of a song they are learning to perform.

### Composition

- Plan and create a section of music that can be played back.
- Record the composition in an appropriate way that recognizes the connection between sound and symbols, graphic and pictorial.
- Talk about how it was created.
- Help create at least

- or medium part or the melody of the song from memory or using notation.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

### **Improvise**

- Take it in turns to improvise using one note. Take it in turns to improvise using two notes: F and G and F?
- Using own instrument to listen and play back an answer using the notes F and sometimes G.
- Take turns to improvise or play in groups.

### Composition

- Help create at least one melody using one, three or all five different notes
- Talk about how it was created.
- Listen and reflect upon the

one-note, simple or medium part or the melody of the song from memory or using notation.

#### Improvise

 Take it in turns to improvise using three different notes.

### Composition

- Help create at least one simple melody using one, three or all five different notes
- Plan and create a section of music that can be performed within the context of the unit song.
- 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

- parts.
- To enjoy singing solo.
- To rejoin if lost.
- To be aware of singing in tune.

### **Playing Instruments**

- Listen and copy back
- using instruments, using two different notes.
- To treat instruments carefully and with respect.
- To play songs and parts from memory.
- To listen and follow musical instructions from a leader.
- To lead the playing by making sure everyone plays in the playing section of the song.

#### **Improvise**

Take it in turns to improvise using one or two



combine and

organise

### Windmill Hill Academy Music Knowledge and Skills Organiser



change and why.

Composition

	■ Take it in turns	performance	one simple melody	developing	composition in	SEP notes. SEP
	to improvise.	designed to	using three or 5	compositions and	any way	<ul><li>Listen and copy</li></ul>
	<u>Composition</u>	capture the	different notes.	make musical	appropriate that	back using
	<ul><li>Plan and create</li></ul>	audience. 🔛	<ul><li>Pupils improvise</li></ul>	decisions about	recognises the	see instruments,
	a section of	<ul><li>To communicate</li></ul>	creating rhythmical	pulse, rhythm,	connection	two different
	music that can	the meaning of	and simple melodic	pitch, dynamics	between sound	notes.
	be performed.	the words and	patterns	and tempo.	and symbol (e.g.	<ul><li>Using</li></ul>
	■ Talk about how	clearly articulate	<ul><li>Understand how</li></ul>	<ul><li>Record the</li></ul>	graphic/pictorial	instruments,
	it was created.	them	different musical	composition in an	notation).	listen and play
	<ul><li>Listen to and</li></ul>	<ul><li>To talk about the</li></ul>	elements are	appropriate way.	<u>Performance</u>	own answer
	reflect upon the	best place to be	combined and used	<ul><li>Pupils use notation</li></ul>	<ul><li>To rehearse and</li></ul>	using two
	developing	when performing	expressively.	to represent music	perform their part	different notes.
	composition	and how to stand	<u>Performance</u>	<ul><li>Pupils explore and</li></ul>	within the context	<ul><li>Improvise using</li></ul>
	and make	or sit.	<ul><li>To rehearse and</li></ul>	join layers of	of the Unit song.	instruments in
	musical		perform their part	sound, thinking	<ul><li>To choose what</li></ul>	the context of a
	decisions about		within the context of	about musical	to perform and	song they
	pulse, rhythm,		the Unit song.	dynamics of each	create a program.	<ul><li>To communicate</li></ul>
	pitch, dynamics		<ul><li>To listen to and</li></ul>	layer and	<ul><li>Present a musical</li></ul>	the meaning of
	and tempo.		follow musical	understanding the	performance	the words and
	<ul><li>Begin to create</li></ul>		instructions from a	effect.	designed to	clearly articulate
	rhythmical and		leader.	<u>Performance</u>	capture the	them.
	simple melodic			<ul><li>To choose what to</li></ul>	audience.	<ul><li>To talk about the</li></ul>
	patterns using			perform and	<ul><li>To communicate</li></ul>	best place to be
	an increased			create a program.	the meaning of	when performing
	number of			<ul><li>Present a musical</li></ul>	the words and	and how to stand
	notes.			performance	clearly articulate	or sit.
	<ul><li>Pupils begin to</li></ul>			designed to	them.	<ul><li>To record the</li></ul>
	use musical			capture the	<ul><li>To talk about the</li></ul>	performance and
	notation to			audience.	best place to be	say how they
	represent			<ul><li>To talk about the</li></ul>	when performing	were feeling,
	music.			best place to be	and how to stand	what they were
	<ul><li>Pupils begin to</li></ul>			when performing	or sit.	pleased with
	explore choose,			and how to stand	■ To record the	what they would
1	combine and		l .	or cit	norformance and	shanga and why

or sit.

To record the

say how they

performance and





Meta Cognition				invented musical notations to represent music.
<del>                                     </del>				
Year 5 Autumn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Rebellion and Invasion Natural elements	Civilisation	Environmental	Discoveries	Culture
Livin' on a prayer Classroom Jazz 1 Listen and Appraise: Listen and Appraise:	Make you feel my love	The fresh Prince of Bel-Air Listen and Appraise:	Dancing in the street: Listen and Appraise:	Reflect, Rewind and Replay





•	Livin' On A
	Prayer by Bon
	Jovi

- We Will Rock You By Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Jonny B. Goode by Chuck Berry
- I Saw Her
   Standing There
   by The Beatles

- Three Note Bossa
- Desafinado
- Cotton Tail
- Five Note Swing
- Perdido
- Five Note Swing
- Things Ain't What They Used TO Be
- Make You Feel My
   Love by Bob Dylan –
   Adele Version
- Make You Feel My Love – Bob Dylan version
- So Amazing by Luther Vandross
- Hello by Lionel Richie
- The way You Look Tonight by Jerome Kern
- Love Me Tender by Elvis Presley

- Fresh Prince Of Bel-Air by Will Smith
- Me, Myself And I by De La Soul
- Ready Or Not by The Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

- Dancing In The Street by Martha And The Vandellas
- I Can't Help
   Myself (Sugar Pie
   Honey Bunch)
   sung by The Four
   Tops
- I Heard It Through The Grapevine sung by Marvin Gave
- Ain't No
   Mountain High
   Enough sung by
   Marvin Gaye and
   Tammi Terrell
- You Are The Sunshine Of My Life Sung by Stevie Wonder
- The Tracks Of My Tears sung by Smokey Robinson And The Miracles

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.

- Music For Compline (Traditional Early Music)
- Johnny B. Goode by Chuck Berry
- Dido And Aerneas by Purcell (Baroque)
- Things Ain't What They Used To Be by Ellington and Persons
- Sympohony No 5
   in C minor Opus
   67 by Beethoven
   (Romantic)
- Hello by Lionel Richie
- Minute Waltz by Chipn (Romantic
  - U Can't Touch
    This by MC
    Hammer





Knowledge	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	<ul> <li>Central Park in         The Dark by         Charle Ives         (Contemporary)</li> <li>I Heard It On The         Grapevine by         Marvin Gaye</li> <li>Clapping Music         by Steve Reich         (Contemporary)</li> <li>Sugar Pie, Honey         Bunch (I Cant         Help Myself) sung         by The Four Tops</li> </ul> Appraise
	■ Do you like the	■ What can you	■ What instruments	■ Can you use	■ Does the song tell	■ What can you
	song?	hear?	can you hear?  How many voices	musical language	a story?	hear?
	What can you hear?	What instruments can you hear?	How many voices can you hear?	to answer questions about	<ul> <li>What does the song make you</li> </ul>	<ul> <li>How does this music make you</li> </ul>
	<ul><li>How is the song</li></ul>	Is there a solo?	<ul><li>Can you near?</li><li>Which instruments</li></ul>	the song?	think of?	feel?
	put together?	■ What instrument	play the solo?	■ Do you like the	■ How old do you	■ How old do you
	■ How many	is playing the	Is there a hook?	song?	think this piece of	think this music
	singers?	solo?	<ul><li>What is the texture</li></ul>	<ul><li>What style of</li></ul>	music is?	is?
	■ How many	<ul><li>Does the</li></ul>	like in this song?	music is it?	<ul><li>Did the tempo of</li></ul>	<ul> <li>Does it tell a</li> </ul>
	instruments are	dynamics change	<ul><li>Are there different</li></ul>	<ul><li>How is it put</li></ul>	the song stay the	story?
	accompanying?	during the piece	layers to the song?	together?	same	<ul><li>Do you like the</li></ul>
	■ Which	or does it stay the	What is the	■ What can you	throughout?	music?
	instruments?	same?	arrangement of the	hear?	■ Did the dynamics	<ul> <li>What can you tell</li> </ul>
	■ What	■ What is the style	sections and	• Which instruments	stay the same?	me about the
	instruments	of the music?  How is the song	instruments playing in different sections?	can you hear?  Is there a riff in the	<ul> <li>Can you identify the instruments</li> </ul>	composers who wrote this music?
	play the solo? Is there a hook?	put together?	<ul><li>What is the style of</li></ul>	music?	playing?	Musical Activities
	■ What is the	■ What is the shape	the music?	■ Is there a hook?	<ul><li>How many voices</li></ul>	Can you choose a
	texture of the	and structure?	<ul><li>What are the style</li></ul>	■ What is the texture	do you hear?	time signature
	music?	Musical Activities	indicators?	of this piece like?	■ Did all the	for your





•	Is the tempo
	fast or slow?

- What are the dvnamics?
- 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?

#### **Musical Activities**

- Can you find the pulse?
- Can you clap back rhythms vou hear?
- Can leaders clap rhythms for rest of class to follow? Can you add

- Can you sing back a melody?
- Can you find the pulse?

### Singing

- Can you learn the song singing along to the backing track?
- Can you sing the head?
- Can you sing the rounding off phrase?

### **Playing Instruments**

- Can you learn to play the 8 bar melody (head) on instruments?
- Can you learn to play the rounding off phrase?

### **Improvise**

- Can you improvise with the tune?
- Can you build up your improvisation?
- Can you use the notes G, A and B to create an improvisation? Composition

### How is the song put together?

- What is the structure/form/shap e of the song?
- Compare two songs. How are they the same or different?

### **Musical Activities**

- Can you clap and say back the rhythms you hear?
- Can you lead clapping rhythms to the rest of the class?
- Can you take it in turns to clap a rhythm for everybody to copy back?

### Singing

- Can you copy back using your voice?
- Can vou warm up vour voice?
- Can you add movement to the song?

### **Playing Instruments**

- Can you copy back riffs using the note c?
- Can you copy back using instruments with and without

### 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?

### **Musical Activities**

- Can vou use vour body to find the pulse?
- Can you clap and say back the rhythms you hear?
- Can vou 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?

### Singing

Can you learn the

instruments and voices play throughout the music?

What is they style of this music?

### **Musical Activities**

- Can you move to the pulse?
- Can you copy a rhythm and keep in time to the music?
- Can you keep in time with the music even when it is silent?

### Singing

- Can you sing the backing part of the song?
- Can you practice the chorus?
- Can you practice the verses?
- Can you learn the words to the song?
- Can you sing with meaning of the words?

### **Playing Instruments**

Can you play instruments with or without

composition? Can you clap a rhythm back?

### Singing

- Can you sing the backing part of the song?
- Can you practice the chorus?
- Can you practice the verses?
- Can you learn the words to the song?
- Can you sing with meaning of the words?

### **Playing Instruments**

Can you use instruments to compose?

#### Improvise

- Can you use your voices to improvise?
- Can you use instruments to improvise?
- Can you take it in turns to improvise?

### Composition

- Can you compose a rhythm?
- Can you clap you





movement to a	<ul><li>Can you work in a</li></ul>	notation?	words to the	notation?	composed
song?	group to compose	<ul><li>Can you copy</li></ul>	song/rap?	<ul><li>Can you play the</li></ul>	rhythm?
Singing	a fill for the	<u>Improvise</u>	<ul><li>Can you keep your</li></ul>	differentiated	<ul><li>Can you use apps</li></ul>
<ul><li>Can you learn</li></ul>	performance?	<ul><li>Can you take it in</li></ul>	words in time to	parts?	and technology
the words to	<ul><li>Can you compose</li></ul>	turns to improvise?	the beat?	<ul><li>Can you</li></ul>	to help compose?
the song?	an 8 bar	<ul><li>Can you clap, play or</li></ul>	<ul><li>Can you express</li></ul>	improvise using	<ul><li>Can you select a</li></ul>
<ul><li>Can you sing</li></ul>	composition using	sing an answer?	what the words	instruments?	pulse?
back a response	instruments?	Composition	mean to the	<ul><li>Can you play the</li></ul>	<ul><li>Can you compose</li></ul>
using 'la'?	<u>Performance</u>	<ul> <li>Can you create a</li> </ul>	audience?	riff?	an 8 bar rhythm?
<ul><li>Can you warm</li></ul>	<ul><li>Can you sing the</li></ul>	composition for an	<b>Playing Instruments</b>	<u>Improvise</u>	<ul><li>Can you compose</li></ul>
up your voice?	song altogether?	instrumental section	<ul><li>Can you pay</li></ul>	<ul><li>Can you</li></ul>	an 8 bar
<ul><li>Can you sing</li></ul>	<ul><li>Can you sing</li></ul>	of the song?	instruments along	improvise using	composition?
clearly so that	solos?	<ul><li>Can you use 3 notes</li></ul>	with the song?	one of the learnt	<ul><li>Can you use</li></ul>
all can	<ul><li>Can you lead the</li></ul>	in your composition?	<ul><li>Can you play in</li></ul>	riffs?	symbols or
understand the	fill?	<ul><li>Can you play back</li></ul>	time with the	<ul><li>Can you use the</li></ul>	notation to
lyrics?		your composition?	music?	note F to	record your
<ul><li>What are the</li></ul>		<ul><li>Can you create a</li></ul>	<ul><li>Can you play with</li></ul>	improvise?	composition?
song lyrics		rhythm grid for your	increasing	<ul><li>Can you use F, G</li></ul>	<ul><li>Can you play</li></ul>
about?		composition?	accuracy?	and A to	back your
<ul><li>Can you identify</li></ul>		<ul><li>Can you create an 8</li></ul>	<u>Improvise</u>	improvise?	composition?
the chorus?		bar rhythm block?	<ul><li>Can you improvise</li></ul>	Composition	<ul> <li>Can you add note</li> </ul>
Playing Instruments		<ul><li>Can you use</li></ul>	an answer using	<ul><li>Can you use 3</li></ul>	names under you
<ul><li>Can you copy</li></ul>		notation?	voices?	notes to create a	rhythms?
back a riff using		<u>Performance</u>	<ul><li>Can you improvise</li></ul>	composition?	<ul> <li>Can you choose a</li> </ul>
instruments on		<ul><li>Can you perform the</li></ul>	an answer using	<ul><li>Can you use a mix</li></ul>	time signature?
the G note?		whole song?	instruments?	of instruments to	<u>Performance</u>
<ul><li>Can you copy</li></ul>		<ul><li>Can you perform the</li></ul>	<ul><li>Can you take it in</li></ul>	create a	<ul><li>Can you rehearse</li></ul>
back a riff on		song with solo parts	turns to improvise	composition?	and perform
instruments		and instrumental	using 3 notes D, E	<ul> <li>Can you work in a</li> </ul>	songs form over
using the notes		parts added?	and F?	group to	the year?
G and A?		<ul><li>Can you perform the</li></ul>	<u>Composition</u>	compose?	
<ul><li>Can you copy</li></ul>		song with	<ul><li>Can you play your</li></ul>	<ul> <li>Can you create an</li> </ul>	
back a riff using		compositions added	compositions	8 bar rhythm?	
instruments		in the performance?	during the	<ul><li>Can you use F, G</li></ul>	
using notes G, A			instrumental	and A to compose	





and B starting	section of a song?	a riff?
on a G?	<ul><li>Can you compose</li></ul>	<ul><li>Can you use</li></ul>
<u>Improvise</u>	in a group using a	notation to record
<ul><li>Can you take it</li></ul>	mixture of	your
in turns to use	band/orchestral	composition?
the note G to	instruments?	<ul><li>Can you write the</li></ul>
take it in turns	<ul><li>Can you compose</li></ul>	names of the
improvise a	2 compositions	notes under your
response?	and perform them	composition?
<ul><li>Can you take it</li></ul>	to the class?	<u>Performance</u>
in turns to	<ul><li>Can you create an</li></ul>	<ul><li>Can you perform</li></ul>
improvise using	8-bar composition	the whole song?
2 notes G and	for your group to	<ul><li>Can you perform</li></ul>
Α?	play with block	the song with
■ Can you take e	notation or formal	backing vocals?
it turns to	notation?	<ul><li>Can you perform</li></ul>
improvise using	<u>Performance</u>	the song with
3 notes, G, A	<ul><li>Can you play your</li></ul>	your
and B?	composition as	compositions?
<u>Composition</u>	part of the whole	
■ Can you use 3	song?	
notes in your	<ul><li>Can you record</li></ul>	
composition? G,	your performance?	
A and B.		
<ul><li>Can you create</li></ul>		
a rhythm		
notation grid to		
compose		
rhythms?		
■ Can you work in		
groups to		
compose and 8-		
bar		
composition?		
<u>Performance</u>		





	<ul> <li>Can you perform 2 compositions to the class?</li> <li>Can you perform the whole song?</li> <li>Can you sing the song with</li> </ul>					
	instrument					
	accompaniment					
	s?					
Skill	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	<u>Listen and Appraise</u>
Progression	<ul><li>To think about</li></ul>	<ul><li>To find the pulse</li></ul>	<ul><li>To identify and move</li></ul>	<ul><li>To identify and</li></ul>	<ul><li>To identify and</li></ul>	<ul><li>To identify and</li></ul>
	the message of	of the song/track	to the pulse with	move to the pulse	move to the pulse	move to the
	the song.	<ul><li>Use musical</li></ul>	ease.	with ease.	with ease.	pulse with ease.
	<ul><li>To identify the</li></ul>	language to talk	<ul><li>To talk about the</li></ul>	<ul><li>To think about the</li></ul>	<ul><li>To think about</li></ul>	<ul><li>To think about</li></ul>
	pulse with ease.	about the songs	musical dimensions	message behind	the message	the message
	<ul> <li>To compare two</li> </ul>	musical	working together in	the songs	behind the songs	behind the songs.
	songs in the	dimensions.	the Unit songs.	<ul> <li>Listen carefully and</li> </ul>	<ul> <li>Talk about the</li> </ul>	<ul> <li>To talk about the</li> </ul>
	same style,	<ul> <li>To recognise the</li> </ul>	<ul> <li>Listen carefully and</li> </ul>	respectfully to	music and how it	musical
	talking about	structure of a	respectfully to other	other people's	makes you feel.	dimensions
	what stands out	piece of	people's thoughts	thoughts about the	<ul> <li>Listen carefully</li> </ul>	working together
	musically in	music/song	about the music.	music.	and respectfully	in the Unit songs.
	each of them,	Musical Activities	Musical Activities	■ To talk about the	to other people's	<ul> <li>Use musical</li> </ul>
	their similarities	<ul> <li>To find and move</li> </ul>	<ul> <li>To find and move to</li> </ul>	musical	thoughts about	vocabulary to
	and differences.	to the pulse.	the pulse	dimensions	the music.	describe music
	<ul> <li>Use musical</li> </ul>	■ To copy back	• Lead the class by	working together	Musical Activities	dimensions
	language to talk	rhythms based.	inventing rhythms	in the Unit songs.	<ul> <li>To find and move</li> </ul>	<ul> <li>To describe,</li> </ul>
	about the	<ul> <li>On the words of</li> </ul>	for them to copy	Musical Activities	to the pulse.	compare and
	song's musical	the main song,	back.	■ To find and move	<ul> <li>Lead the class by</li> </ul>	evaluate
	dimensions.	that include	Singing  To sing in unison and	to the pulse	inventing rhythms	different types of
	Musical Activities  To find the	syncopation/off	- 10 sing in unison and	<ul> <li>Lead the class by</li> </ul>	for them to copy back.	music beginning to use musical
		beat, copy back	to sing backing	inventing rhythms		
	pulse.	one-note riffs	vocals.	for them t copy	Singing	words.





- 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.

### Singing

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.

### **Playing Instruments**

To rehearse and perform their part.

- using simple and syncopated. rhythm patterns
- Lead the class by inventing rhythms for others to copy back.
- Copy back twonote riffs by ear and with notation
- Question and answer using to different notes.
   Others to copy

### **Improvise**

- To improvise a new melody.
- To use the notes in a different order to the head/tune but keep the rhythm the same.
- Lead the class by inventing rhythms for them to copy back.

### **Improvise**

 Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic

- To enjoy exploring singing solo.
- To demonstrate a good singing posture.

### **Playing Instruments**

- To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation.
- Play a musical instrument with the correct technique within the context of the unit song.

### **Improvise**

- Copy back using instruments. Use one note.
- Copy back using instruments. Use the two notes.
- Question and Answer using instruments. Use one note in your answer.
- Question and Answer using

### Singing

 To sing in unison and to sing backing vocals.

back.

- To enjoy exploring singing solo.
- To follow a leader when singing.
- To sing with awareness of being in tune.

### **Playing Instruments**

- To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation
- Play a musical instrument with the correct technique within the context of the unit song.
- To rehearse and perform their part.

**Improvise** 

and to sing backing vocals.

To sing in unison

- 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.

### **Playing Instruments**

- Play a musical instrument with the correct technique within the context of the unit song.
- To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation

- To 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.

#### **Musical Activities**

- To copy back rhythms based on the words of the main song, that include syncopation/off beat.
- Copy back onenote riffs using simple and syncopated rhythm patterns





•	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.

#### **Improvise**

- Copy back using instruments.
   Using 1 -3 notes
- Question and answer using

scale/a five-note pattern)

### Composition

- Create simple melodies using up to 3 notes.
- Record composition in an appropriate way that recognizes the connection between sounds and symbol.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

### **Performance**

- Play the tune/head together
- Play solos on own and/or in groups
- Perform and record and reflect upon the performance.
- To discuss and talk musically about it – "What

instruments. Use two instruments in your answer. Always start on a G.

### Composition

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Record composition in an appropriate way that recognizes the connection between sounds and symbol.

### <u>Performance</u>

- 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

- Copy back using instruments. Use one note.
- Copy back using instruments. Use the three notes.
- Question and Answer using instruments. Use three stronger in your answer. Always start on a G.

### **Composition**

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song
- Record composition in an appropriate way that recognizes the connection between sounds and symbol.

### **Performance**

 To communicate the meaning of the words and clearly articulate them.
 To discuss and talk  To lead a rehearsal

### **Improvise**

- Copy back using instruments. Use the three notes.
- Question and Answer using instruments. Use three notes in your answer. Always start on a G.

### Composition

- Explain the 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

### Singing

 To sing in unison with clear diction, controlled pitch and sense of phrase.

#### **Playing Instruments**

- 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.

### **Improvise**

 To create increasingly complicated rhythmic and melodic phrases





instruments.	went well?" and	previous	musically about it –	and symbol (e.g.	within given
<u>Composition</u>	"It would have	performance.	"What went well?"	graphic/pictorial	structures.
<ul> <li>Create simple</li> </ul>	been even better	·	and "It 🔛 would	notation).	<ul><li>Copy back using</li></ul>
melodies using	if?"		have been even	Performance	instruments. Use
up to 3 notes.			better if?"	■ To communicate	the three notes.
<ul><li>Explain the</li></ul>			eee 3	the meaning of	<ul><li>Question and</li></ul>
structure of the				the words and	Answer using
melody.				clearly articulate	instruments. Use
<ul><li>Record</li></ul>				them.	three notes in
composition in				<ul><li>To discuss and</li></ul>	your answer.
an appropriate				talk musically	Always start on a
way that				about it – "What	G.
recognises the				went well?" and	Composition
connection				"It would have	■ To use a rhythm
between				been even better	grid to record
sounds and				if?"	composition
symbol.				<ul><li>To record the</li></ul>	■ To begin to
Performance				performance and	identify the
■ To				compare it to a	relationship
communicate				previous	between sounds
the meaning of				performance.	and how music
words and					can reflect
clearly					different
articulate them.					meanings.
<ul><li>To perform</li></ul>					<ul><li>Explain the</li></ul>
songs in the					keynote or home
unit.					note and the
<ul><li>To record the</li></ul>					structure of the
performances					melody.
and discuss					<ul><li>To recognise and</li></ul>
what went well.					use a range of
					musical notations
					including staff
					notation.
					<u>Performance</u>





Meta cognition						<ul> <li>To choose what to perform and create a program.</li> <li>Prepare for a performance.</li> <li>To maintain my own part and be aware how the different parts fit together.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if?"</li> <li>To record the performance and compare it to a previous performance.</li> </ul>
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
	Happy ■ Happy by	Classroom Jazz 2  Bacharach	A New Year Carol  ■ A New Year Carol by	You've Got A Friend ■ You've Hot a Friend	Music and Me ■ Something Helpful	Reflect, Rewind and Reply This Unit of Work
	Pharrell	- Bucharach Anorak	Benjamin Britten	by Carole King	by Anna Meredith	consolidates the learning
	Williams	■ Speaking my	■ A New Year Carol	<ul><li>The Loco-Motion</li></ul>	<ul><li>O by Shiva</li></ul>	that has occurred during
	■ Top Of The	Peace Peace	Urban Gospel	sung by Little Eva,	Feshareki	the year. All the learning is
	World sung by	■ Take The A Train	Version	Written by Carole	<ul><li>Heros &amp; Villains</li></ul>	focused around revisiting
	The Carpenters	Meet the Blues	<ul><li>I Mun be Married on</li></ul>	King	by Eska	songs and musical
	Don't Worry, Be	■ Back O' Town	Sunday by Benjamin	<ul><li>Up On The Roof</li></ul>	■ And! By	activities, a context for the





Happy sung by Bobby McFerrin  Walking On Sunshine sung by Katrina And The Waves  When On Sunshine sung by Katrina And The Waves  When You're Smiling sung by Frank Sinatra  Love Will Save The Day sung by Brendan Reilly	Blues  Meet The Blues  One O' Clock Jump	Britten  Fishing Song by Benjamin Britten Fishing Song Britten version and South African Version	sung by The Drifters, written by Carole King  Will You Still Love Me Tomorrow by Carole King  (You Make Me Feel Like) A Natural Women) by Carole King	Affrodeutsche Something Helpful by Anna Meredith V-A-C Moscow by Shiva Feshareki Shades Of Blue by Eska The Middle Middle by Afrodeutsche	History of Music and the beginnings of the Language of Music.  Reflect:  L'Autrier Pastoure Seoit (The Other Day A Sherpherdess Was Sitting) — Traditional early music  Want You Back By The Jackson 5  Armide Overture by Jean Baptiste Lully Baroque Take The A' Train by Duke Ellington and Billy Strayhorn  He Marriage of Figaro Overature by Mozart — Classical Walking on Sunshine by Katrina And The Waves Frikonig (D 382 Opus 1 Wer Reitet So Spat) by Schubert
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						Romantic  Don't Worry Be Happy Bobby McFerrin  Homelands by Nitin Sawhney Contemporary  Man in The Mirror by Michael Jackson
Knowledge	Listen and Appraise	<u>Listen and Appraise</u>	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
	<ul> <li>How does the song make you feel?</li> <li>Does the song tell a story?</li> <li>What does the song make you think of?</li> <li>How old is this piece of music?</li> <li>Did the tempo stay the same al the way through?</li> <li>Can you identify the different voices and instruments heard?</li> <li>What is the style of the music?</li> </ul>	<ul> <li>What is the style of the music?</li> <li>How is the song/tune put together?</li> <li>How are the songs different or the same?</li> <li>What can you hear?</li> <li>The lyrics: what the songs are about?</li> <li>Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments used in the songs</li> </ul>	<ul> <li>How many singers can you hear? Are they male or female?</li> <li>How many instruments are in the song?</li> <li>Is the texture thick or thin?</li> <li>Are the dynamics the same all the way through?</li> <li>Which words are new to you? Are there any unusual words in the text?</li> <li>What is the story told in this song?</li> <li>What is the mood of the song?</li> <li>How does the music make the song more</li> </ul>	<ul> <li>Listen to two versions of the song and compare.</li> <li>Which version of the song do you prefer?</li> <li>How does the song make you feel?</li> <li>Does the song tell a story?</li> <li>What does the song make you think of?</li> <li>How old do you think the piece of music is?</li> <li>Did all the instruments and voices play or sing throughout the song?</li> </ul>	<ul> <li>How does the song make you feel?</li> <li>Does the song tell a story?</li> <li>How old do you think the story is?</li> <li>What does the song make you think of?</li> <li>Do all the instruments and voices play or sing throughout the song?</li> <li>What is the style of music?</li> <li>How is the song put together?</li> <li>Did you hear a riff, hook or solo</li> </ul>	<ul> <li>What can you hear?</li> <li>How does the music make you feel?</li> <li>How old do you think the music is?</li> <li>Does the music tell a story?</li> <li>Do you like the music?</li> <li>How would you describe the job of a composer?</li> <li>Can you answer questions about a composer?</li> <li>Identify the structure of the songs (intro,</li> </ul>





- 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?

### **Musical Activities**

How pulse, rhythm, pitch, tempo, dynamics, texture and structure sepwork together to create a song or music sep

### Singing

- Can you sing along with the music?
- Can you warm up your voice?Can you stand

 Know and talk about that fact that we each have a musical identity.

### **Musical Activities**

- 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?

### Singing

- Can you sing the song?
- Can you remember the lyrics?
- Can you warm up your voice?

### **Playing instruments**

**Improvise** 

- Can you play the whole tune/head including improvisation?
- Can you play the whole time and middle 8?

### interesting?

- 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

### **Musical Activities**

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music see
- 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?

- 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

### **Musical activities**

- Can you find the pulse?
- Can you move with the pulse?Can you copy the

- in this song?
- 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 dentity

### Musical Activities

- Can you find the pulse?
- Can you move with the pulse?
- Can you copy the rhythm? Can you lead a rhythm for the class to copy

- verse, chorus etc.)
- Name some of the instruments used in the songs.

### **Musical Activities**

- 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.

### Singing

- Can you warm up your voice?
- Can you sing with dynamics?
- Can you remember the





with a good
singing posture?
Can you sing

- Can you sing with increasing awareness of being in tune?
- Can you copy back a question and answer?
- Can you sing both vocal parts?

### **Playing Instruments**

- 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?

### **Improvise**

- Can you improvise along with the song?
- Can you learn the rhythm of three riffs?

- 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?

### Composition

- 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?

### Performance

- Can you perform using the baking track?
- Can you perform using the notes?
- Can you perform the song without

### Singing

- 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.

### **Performance**

- Who will announce the piece?
- What will they say?
- What actions or movement shall we include?
- Can you perform with the backing track?
- Can you review your performance?

- rhythm? Can you lead a rhythm for the class to copy back?
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.
- Musical
  Leadership:
  creating musical
  ideas for the group
  to copy or respond
  to.

### Singing

- Can you learn and practice the main vocal part for the whole song?
- Can you learn both the main and second parts of the whole song?
- Can you follow the coda?
- Can you learn the harmony part?
- Can you learn the second harmony part?

### Playing Instruments

Can you use your

- back?
- 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.

### Singing

- Can you create your own lyrics?
- Can you make your lyrics rhyme?
- Can you sing both choral parts?
- Can you control your pitch of your voice?
- Can you breath at the end and beginning of phrases to make it more musical?

### **Playing Instruments**

 Can you play along with your instruments?

- words of the song?
- 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?

### **Playing Instruments**

- 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?

**Improvise** 





		T		
■ Can you make	7	instruments to play	<ul><li>Can you play both</li></ul>	<ul><li>Can you</li></ul>
an answer to	he Can you perform	along with the	parts on the	improvise using
musical quest	on the song in	song?	glockenspiel?	C, Bb, and G?
using the note	order?	<ul><li>Can you play the</li></ul>	<ul><li>Can you play at</li></ul>	<ul><li>Can you</li></ul>
A?		riff on	speed along with	improvise a 12
<ul><li>Can you answ</li></ul>	er	instruments? Using	the song?	bar blues
a musical		notes A, G, E?	<ul><li>Can you play the</li></ul>	sequence?
question usin		<ul><li>Can you use your</li></ul>	recorder along	<u>Composition</u>
the note A or	<b>6</b> ?	instruments to	with the song?	<ul><li>Can you explain</li></ul>
<ul><li>Or A, G and B</li></ul>		answer a	<ul> <li>Can you play both</li> </ul>	about how music
Composition		question?	parts along with	is written down?
■ Can you		Improvise	the song?	<ul><li>Can you explain</li></ul>
compose an 8		Can you use	<ul><li>Can you play all</li></ul>	about staves and
bar riff?		your question?	three riffs?	clefs?
■ Can you chan	e	Instruments to	Improvise	<ul><li>Can you explain</li></ul>
the pulse?		answer a	■ Can you	about treble and
■ Can you use a		question?	improvise along	Bass clefs?
rhythm grid?		<ul><li>Can you use the</li></ul>	with the song?	<ul><li>Can you use the</li></ul>
■ Can you play		notes A, G, E to	<ul><li>Can you answer a</li></ul>	composition tool
your		improvise an	musical question	on the
composition?		answer to a	on your	computer?
■ Can you work	as	musical?	instrument?	<ul><li>Can you compose</li></ul>
a group to		Composition	<ul><li>Can you play the</li></ul>	an 8 bar
compose?		<ul><li>Can you use A, G</li></ul>	riff using F and G?	composition?
■ Can you work	as	and E to compose	<ul> <li>Can you make up</li> </ul>	<ul><li>Can you perform</li></ul>
a class to		on the computer?	a question for the	your composition
compose?		<ul> <li>Can you create an</li> </ul>	rest of the class?	to the class?
■ Can you work	by	8 bar composition?	■ Can you	<ul><li>Can you choose a</li></ul>
yourself to		<ul><li>Can you work in</li></ul>	improvise using	time signature?
compose an 8		groups to	the notes F, G and	<ul><li>Can you compose</li></ul>
bar riff?		compose?	Α?	in simple and
Performance		<ul><li>Can you select</li></ul>	■ Can you	compound time
■ Can you perfo	rm	appropriate note	improvise using	signature?
the whole sor		set to suit your	all of the notes?	■ Can you use
■ Can you play		instrument?	<ul><li>Can you play all</li></ul>	symbols to





your instruments	■ Can you perform three riffs? represent	-
along with the	your composition? <u>Composition</u> compositio	on
song?	<u>Performance</u> ■ Can you use the notation?	
■ Can you play	■ Can you share your rhythm grid to ■ Can you pl	lay it
your	composition to the compose a back?	
composition	class? rhythm? • Can you ch	hange
along with the	■ Can you remember ■ Can you make the rhythn	n?
song?	the structure of your lyrics rhyme? • Can you ch	hange
	the piece? • Can you write you the pitch?	
	■ Can you perform own rap? ■ Can you ch	hange
	the song with the Can you follow the tempo	?
	2 <sup>nd</sup> vocal part on your composition <u>Performance</u>	
	the track? to play it? • Can you pe	erform
	■ Can you perform ■ Can you compose the whole	song?
	both vocal parts 3 riffs? ■ Can you pe	erform
	and improvise? • Can you change the song b	y ear?
	■ Can you sing both the pitch using ■ Can you pe	erform
	vocal parts and the computer the song w	vith
	play your composer instrumen	its?
	compositions? program? • Can you do	o a
	<ul><li>Can you create a</li><li>Can you recognise</li><li>solo?</li></ul>	
	video of your musical notation? ■ Can you re	ecord
	performance? • Can you use your	
	■ Can you create an 'quick beats' to performan	nce and
	audio recording of compose an 8 bar access and	d
	your performance? composition using reflect?	
	the variety of	
	instruments?	
	Performance Performance	
	■ Can you play your	
	instruments with	
	the song?	
	■ Can you	
	improvise along	
	with the song?	





					<ul> <li>Can you play your compositions along with the song?</li> <li>Can you perform your solo?</li> <li>Can you perform your riff?</li> <li>Can you perform the whole song?</li> </ul>	
Skill	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
Progression	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	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.  Musical Activities Lead the class by inventing	■ To identify and move to the pulse with ease. ■ To think about the message of songs. ■ Use musical words when talking about the songs. ■ Talk about the music and how it makes you feel, using musical language to describe the music. ■ Listen carefully and respectfully to other people's thoughts about the music.  Musical Activities ■ Lead the class by inventing rhythms for others to copy back see	<ul> <li>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.</li> <li>To think about the message of songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>	■ 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	■ 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





similarities and	d
differences.	

 Listen carefully and respectfully to other people's thoughts about the music.

### **Musical Activities**

- Find the pulse.
- Lead the class by inventing rhythms for others to copy back.
- Copy back onenote riffs using simple and syncopated rhythm patterns.
- Copy back twonote riffs by ear and with notation.

### Singing

- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be

- others to copy back
- Copy back twonote riffs by ear and with notation.
- Question and answer using two different notes.

### Singing

- 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.

### **Playing Instruments**

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that

### notation

 Question and answer using two different notes

### Singing

- To demonstrate a good singing posture.
- To sing with awareness of being 'in tune'.
- To listen to each other and be aware of how you fit into the group.
- To sing in unison and to sing backing vocals.
- To follow a leader when singing.

### **Performance**

- To communicate the meaning of the words and clearly articulate them.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – "What went well?" and "It would have been even better

songs in the same style, talking about what stands second musically in each of them, their similarities and differences.

 Use musical words when talking about the songs.

### **Musical Activities**

- Lead the class by inventing rhythms for others to copy back.
- Copy back twonote riffs by ear and with notation.
- Question and answer using two different notes.

### Singing

- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.

### **Playing Instruments**

 To listen to and follow musical instructions from a leader.

- inter-related dimensions of music\*
- 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.

### **Musical Activities**

- Lead the class by inventing rhythms for others to copy back.
- Copy back twonote riffs by ear and with notation
- Question and answer using three different notes

- inter-related dimensions of music\*
- To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

### **Musical Activities**

- Lead the class by inventing rhythms for others to copy back
- Copy back twonote riffs by ear and with notation

### Singing

- To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
- Question and answer using three different





aware of how you fit into the group.  To sing with awareness of being in turne'.  Playing Instruments  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To copy back a phrase using instruments in the context of a song to be performed.  Composition  Explain the  Explain the  Explain the  Explain the  Explain the  Composition  To sing with adalenge, using one of the different notes and the feeling for the structures.  To copy back a song to be performed.  Explain the  Explain the  Explain the  Explain the  Composition  To ro hollow a leader within the context of the Unit song.  To file of the Unit song.  To follow a leader when singing, pays the context of the unit song, part within the context of the context of the unit song.  To ro fearse and perform their part within the context of the units ong.  To file of the Unit song.  To ro follow a leader when singing, part within the context of the context of the unit song.  To ro follow aleader when singing, part within the context of the context of the unit song.  To ro follow aleader when singing, part within the context of the context of the unit song.  To ro follow aleader when singing, part within the context of the context of the unit song.  To ro follow aleader when singing.  Playing Instruments  To follow musical instruments  To listen to and follow musical instruments of the unit song.  To reate and inprovise unit for the differe						
To sing with awareness of being 'in tune.'  Plaving Instruments  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-of the differentiated parts one the song from memory or using one of the differentiated parts – a one-note, simple or medium part or an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments in the context of a song to be performed.  Composition  Explain the  Listen to and the context of the unit song.  Within the context of the unit song.  Play a musical instruments the correct technique within	aware of how	matches their	if?" [sep]	<ul><li>To rehearse and</li></ul>	Singing	notes
To sing with awareness of being 'in tune'.  Playing instruments  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 parts – a one-note, simple or medium part or the melody of the song from medium part or the melody of the song from medium part or the melody of parts – a one-note, simple or medium part or the melody of the song from medium part or the melody of the song from medium part or the melody of the song from medium part or the melody of the song from medium part or the melody of the song from memory or using notation.  Improvise  To capy back a phrase using instruments  To copy back a phrase using instruments  To improvise  To copy back a phrase using instruments  To improvise  To improvise using instruments in the context of a song to be performed.  Composition  Texture the unit song.  Playing instrument with the correct the correct technique within the cortext of the Unit song.  Playing instrument with the correct technique within the cortext of the Unit song.  Playing instruments in the context of a song to be performed.  To copy back a phrase using instruments in the context of a song to be performed.  Composition  Texture the unit song.  Playing instrument with the correct technique within the context of a song to be performed.  To copy back a song to be performed.  Composition  Texture the unit song.  Playing instruments in the context of a song to be performed.  To copy back a song to be performed.  Composition  Texture the unit song.  Playing instrument with the context of the Unit song.  To create and perform their part within the context of the Unit song.  To create and perform their part within the context of the Unit song.  To clead a preheaval session.  Improvise  To lead a reheaval session.  Improvise instructions from a leader.  To lead a reheaval session.  Improvise medium part or the melody of the song from memory or using notation.  To create and improvise instructions fr	you fit into the	musical		perform their part	<ul> <li>To demonstrate a</li> </ul>	Playing Instruments
awareness of being fin tune'.  Plainte instruments  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To ropy back a phrase using instruments  To ropy back a phrase using instruments  To ropy back a song tobe using using instruments in the context of a song to be performed.  Composition  differentiated barts – a one-note, simple or medium part or the melody of the song from memory or using instruments in the context of a song to be performed.  Composition  differentiated instrument with the correct technique within the context of the Unit song.  To follow a leader when singing. Playing the correct technique within the context of the Unit song.  To rope and the correct technique within the context of the Unit song.  To rope and the context of the Unit song.  To rope and the context of the Unit song.  To limprovise with a follow musical improvise meldien and follow musical improvise meldien and follow musical improvise meldien and improvise memory or using notation.  Improvise  To copy back a phrase using instruments in the context of a song to be performed.  Composition  To improvise with a fine context of the Unit song.  Playing instruments in the context of the Unit song.  To rope the differentiated instructions from a leader.  To copy and the melody of the unit song.  To copy back a phrase using instruments in the context of a song to be performed.  Composition  To improvise medium part or the melody of the song from memory or using notation.  To copy back a phrase using instruments in the context of a song to be performed.  To improvise medium part or the melody of the song from memory or using instruments in the context of a son	group.	challenge, using		within the context	good singing	<ul><li>To rehearse and</li></ul>
being fin tune'.  Playing Instruments  * Select and learn an instrumental part that the song from musical matches their memory or using one of the differentiated parts – a onenote, simple or medium part or the melody of the song from motation.  Improvise  * Improvise with a feeling for the medidy of the song from medium part or the melody of the song from motation.  Improvise  * Improvise with a feeling for the medidy of the song from medium part or the melody of the song from medium part or the melody of the song from medium part or the melody of the song from memory or using notation.  Improvise  * To copy back a phrase using instruments in the context of a song to be with the style of song to be performed.  * To improvise with a feeling for the song from memory or using notation.  Improvise  * To copy back a phrase using instruments in the context of a song to be performed.  * Explain the wenote on the welloud in the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To listen to and perform their part within the context of the Unit song.  * To lead a prehearsal session.  * To lead a prehearsal session.  * To lead a prehearsal session.  * To lead a perform their part within the context of the Unit song.  * To lead a perform their part within the context of the Unit song.  * To lead a perform their part within the context of the Unit song.  * To create and ins	<ul><li>To sing with</li></ul>	one of the		of the Unit song.	posture.	perform their
Playing Instruments  Select and learn an instrumental part that meldody of the song from memory or using note, simple or medium part or the melody of the song from memory or using notation.  Improvise  Improvise with a song from memory or using notation.  Improvise  To copy back a phrase using instruments  To create simple  To create simple  Composition  To composition  To composition  To composition  Composition  To compositi	awareness of	differentiated		<ul><li>Play a musical</li></ul>	<ul> <li>To follow a leader</li> </ul>	part within the
Select and learn an instrumental part that the song from musical matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  Improvise with a feeling for the memory or using notation.  Improvise  Improvise with a feeling for the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  Improvise with a feeling for the feeling for the simple or medium part or the melody of the song from memory or using notation.  Improvise  Improvise with a feeling for the feeling for the feeling for the song from memory or using notation.  Improvise  Improvise with a feeling for the feeling	being 'in tune'.	parts – a one-		instrument with	when singing.	context of the
an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the context of a song to be performed.  To forgoy back a phrase using instruments in the co	Playing Instruments	note, simple or		the correct	Playing Instruments	Unit song.
part that matches their memory or using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise  To impro	<ul><li>Select and learn</li></ul>	medium part or		technique within	<ul><li>To rehearse and</li></ul>	■ To lead a
matches their musical challenge, using one of the differentiated parts — a one-note, simple or medium part or the melody of the esong from memory or using notation.    Improvise   Improvise with a feeling for the song from memory or using notation.	an instrumental	the melody of		the context of the	perform their part	rehearsal session.
musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  • 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)  Improvise  • To copy back a phrase using instruments in the context of a song to be performed.  • To improvise using instruments in the context of a song to be performed.  Composition  Tomposition  Improvise  • Improvise with a feeling for the style of Bossa  Nova and Swing using the notes simple or medium part or the melody of the song from memory or using notation.  Improvise  • Improvise with a feeling for the style of Bossa  Nova and Swing using the notes simple or medium part or the melody of the song from part or the melody of the song from memory or using notation.  Improvise  • To copy back a phrase using instruments in the context of a song to be performed.  • Explain the  • Explain the  Improvise  • Improvise with a feeling for the style of the different and follow musical instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To lead a revelue instructions from a leader.  • To copy back a phrase as part of a group performance and composition within a range of given musical structures.  Composition  • To copy back a phrase using instruments in the context of a song to be performed.  • To improvise using in	part that	the song from		Unit song.	within the context	<u>Improvise</u>
challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments To improvise  To improvise Using the notes of the song from memory or using instruments To improvise Using the notes of the song from memory or using instruments To improvise Using the notes of the song from memory or using instruments To copy back a phrase using instruments To improvise Using the notes of the song from memory or using instruments. To composition  To composition  To composition  To improvise Using the notes of the style of the song from memory or using instruments. To improvise using instruments in the context of a song to be performed.  Composition  Explain the  To Explain the  Improvise  Improvise  Improvise using instructions from a leader. Instruction from a lead	matches their	memory or using		<ul> <li>Select and learn an</li> </ul>	of the Unit song.	<ul><li>To create and</li></ul>
one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To create simple melodies using instruments in the context of a song to be performed.  Composition  To composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Composition  Improvise different notes and simple instruments in the context of a song to be performed.  Improvise different notes and simple instruments in the context of a song to be performed.  Improvise different notes and simple instruments in the context of a song to be performed.  Improvise developing deas within a range of given musical structures.  Improvise developing deas within a range of given musical structures.  Improvise and reflect upon the developing developing instruments in the context of a song to be developing developi	musical	notation.		instrumental part	<ul><li>To listen to and</li></ul>	improvise
differentiated parts – a one- note, simple or medium part or the melody of the song from motation.  Improvise  To copy back a phrase using instruments  To improvise  To improvise  To improvise using instruments in the context of a song to be performed.  To composition  To composition  Explain the  differentiated differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise  To improvise  Using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To create and improvise melodic and rhythmic phrases as part of a group performance and improvise melodic and rhythmic phrases as part of a group performance and romposition  To copy back a phrase using up to five different notes and simple instruments.  To improvise using instruments in the context of a song to be performed.  Composition  Explain the  differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To create and improvise and rhythmic phrases as part of a group performance and compose within a range of given musical structures.  Composition  To copy back a phrase using up to five developing ideas within a range of given musical structures.  To improvise using instruments in the context of a song to be performed.  Composition  Explain the  Explain the  Using one of the differentiated parts and enchote, simple or medium part or the melody of the song from memory or the melody of the song from improvise melodic and rhythmic phrases as part of a group performance and composition  To create simple or the melody of the song from memory or using notation.  To create simple or to enchor improvise melodic and rhythmic phrases as part of a group performance and composition  To copy back a performance and composition  To copy back a performance and composition  To copy back a performance and composition	challenge, using	<u>Improvise</u>		that matches their	follow musical	melodic and
parts – a one- note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise using up to five using the notes using instruments in the context of a song to be performed.  Explain the  Explain the  Style of Bossa  Nova and Swing  Improvise  Improvise  Improvise  To create and improvise melodic and rhythmic phrases as part of a group given musical structures.  To copy back a phrase using instruments.  To improvise using instruments in the context of a song to be performed.  Explain the  Style of Bossa  Nova and Swing  Improvise  Improvise  Improvise  Improvise  To create and improvise melodic and rhythmic phrases as part of a group given musical structures.  Composition  To copy back a performance and compose by developing ideas within a range of given musical structures.  To improvise using instruments.  To improvise using instruments in the context of a song to be performed.  Explain the  Explain the  Style of Bossa  Nova and Swing  using the notes  D, E, G, A + B  Deformance and rehearsal session.  Improvise  To create and improvise melodic and rhythmic phrases as part of a group given musical structures.  Composition  To copy back a performance and composition  To improvise using instruments.  To improvise using instruments in the context of a song to be performed.  Composition  Explain the  Explain the  Nova and Swing  To recrete and improvise using up to five developing ideas within a range of given musical structures.  Composition  To copy back a performance and composition  To improvise using instruments.  To improvise using instruments in the context of a song to be performed.  Explain the work musically with the style of the Unit song.  Explain the  Explain the  Nova and Swing  To ro reate and improvise using improvise using instruments in the context of a song to be given m	one of the	<ul><li>Improvise with a</li></ul>		musical challenge,	instructions from	rhythmic phrases
note, simple or medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise  To improvise  using and simple instruments in the context of a song to be performed.  Song to be performed.  Composition  Nova and Swing using the notes using the notes pattern)  Nova and Swing using the notes using using the notes pattern  Nova and Swing using the notes p. F. G. A + B (pentatonic scale/a five-note pattern)  Improvise  To copy back a phrase using instruments  To improvise using using and simple instruments in the context of a song to be performed.  Composition  Explain the  Nova and Swing using the notes simple or medium part or the melody of the song from part or the melody of the song from improvise melodics and rhythmic phrases as part of and rhythmic and rhythmic phrases as part of a group performance and composition  To copy back a phrase using up to five instruments.  To improvise using instruments in the context of a song to be performed.  Composition  Explain the  Explain the  Nova and Swing using the notes within a range of given musical structures.  Composition  To create and improvise and rhythmic and rhythmic and rhythmic and developing ideas within a range of given musical structures.  Composition  Composition  Explain the  Explain the  Explain the  Explain the  Nova and Swing using hote of the song from notation.  Improvise  To create and improvise and rhythmic and rhythmic and rhythmic and reprove and rhythmic and reprove and rhythmic and reprove and rhythmic and rhythmic and reprove and rhythmic and reprove and rhythmic and rhythmic and rhythmic and rhythmic and reprove and reprove and rhythmic and rhythmic and rhythmic and reprove and rhythmic and reprove and rhythmic and r	differentiated	feeling for the		using one of the	a leader.	as part of a group
medium part or the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise  To improvise  To improvise  To improvise  To improvise using instruments in the context of a song to be performed.  To composition  To copy back a phrase using  To improvise  To improvise using  To copy back a phrase using  To improvise using  To imp	parts – a one-	style of Bossa		differentiated	■ To lead a	performance and
the melody of the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise using instruments  To improvise and simple instruments in the context of a song to be performed.  Song to be performed.  Explain the  Explain the  To copy back a the song from memory or using notation.  D, E, G, A + B (pentatonic scale/a five-note given musical structures.  Part of the song from memory or using notation.  Improvise  To copy back a phrase using instruments.  To copy back a phrase using up to five different notes  To improvise using instruments.  To improvise using instruments in the context of a song to be performed.  Explain the  Explain the  Explain the  To create and improvise and rhythmic phrases as part of a group performance and composition and improvise using instruments.  To copy back a performance and developing ideas within a range of given musical structures.  Composition  To improvise using instruments in the context of a song to be performed.  Explain the  Explain the  Explain the  Explain the  Explain the  To create and improvise melodic and rhythmic phrases as part of a group performance and composition  To copy back a performance and developing ideas within a range of given musical structures.  Composition  To improvise using instruments in the context of a song to be performed.  Explain the  Explain the  Explain the  Explain the  Explain the  To copy back a performance and developing instruments.  To improvise using instruments in the context of a song to be performed.  Explain the with the style of the unit song.  Explain the	note, simple or	Nova and Swing		parts – a one-note,	rehearsal session.	compose by
the song from memory or using notation.  Improvise  To copy back a phrase using instruments  To improvise using instruments in the context of a song to be performed.  Song to be performed.  Explain the  Explain the  To copy sition  (pentatonic scale/a five-note scale/a five-note pattern)  Composition  Improvise indication.  Improvise  To copy back a phrase using instruments.  To improvise using instruments.  To improvise using instruments in the context of a song to be performed.  Explain the  Explain the  To copy back a phrase as part of and rhythmic phrases as part of a group performed and compose by developing ideas within a range of given musical structures.  Composition  To copy back a performance and compose by developing ideas within a range of given musical structures.  To improvise using instruments in the context of a song to be performed.  Explain the  Explain the  Explain the  Explain the  Explain the  Notation.  Improvise  To copy back a performace and compose by developing ideas within a range of given musical structures.  Composition  Explain the  Song to be performed.  Explain the  Explain the  Explain the  Explain the  Notation.  Improvise melodic and rhythmic phrases as part of a group  To copy back a performace and compose by developing instruments in the composition  Composition  Explain the  Notation.  Explain the structures.  Composition  Explain the structures.  Composition  Explain the developing  To copy back a performance and composition  Explain the structures.  Composition  Explain the developing  To copy back a performance and composition  Explain the structures.  Composition  Explain the developing instruments in the context of a song to the performance and composition  Exp	medium part or	using the notes		simple or medium	<u>Improvise</u>	developing ideas
memory or using notation.  Improvise  To copy back a phrase using instruments To improvise Using using instruments Using using instruments in the context of a song to be performed.  Explain the  Explain the  To copy back a phrase using instruments  Explain the  Scale/a five-note pattern)  memory or using notation.  phrases as part of a a group performance and compose by developing ideas within a range of given musical structures.  To improvise using instruments in the context of a song to be performed.  Explain the  Scale/a five-note pattern)  Improvise  To copy back a phrase using instruments.  To improvise using instruments in the context of a song to be performed.  Scomposition  Explain the  Scale/a five-note pattern)  Improvise  To copy back a phrase using instruments.  To improvise using instruments in the context of a song to be performed.  Scomposition  Explain the  Scale/a five-note pattern)  Improvise  To copy back a phrase using instruments in the compose by developing ideas within a range of given musical structures.  Scomposition  Explain the  Scomposition  Explain the  Scomposition  Explain the  Scomposition  Structures.  Composition  Composition  Explain the  Scomposition  Structures.  Composition  Structures.  Composition  Scomposition  Explain the  Scomposition  Structures.  Composition  Scomposition  Structures.  Composition  S	the melody of	D, E, G, A + B		part or the melody	<ul><li>To create and</li></ul>	within a range of
notation.  Improvise  To copy back a phrase using instruments  To improvise  using using using instruments in the context of a song to be performed.  Explain the  Explain the  To copy back a phrase using inotation.  Improvise  Impr	the song from	(pentatonic		of the song from	improvise melodic	given musical
ImproviseCompositionImprovisea group performance and phrase using instrumentsCreate simple melodies using up to five different notes and simple using using using using the context of a song to be performed.To improvise using instruments in the context of a song to be performed.Improvisea group performance and compose by up to five different notes and simple instruments.Improvise performance and compose by instruments.Improvise performance and composition and composit	memory or using	scale/a five-note		memory or using	and rhythmic	structures.
■ To copy back a phrase using melodies using up to five instruments ■ To improvise using using using using using using using using the context of a song to be performed.  ■ To copy back a phrase using instruments. ■ To improvise using instruments in the context of a song to be performed.  ■ Create simple melodies using up to five developing ideas within a range of given musical structures.  ■ To improvise using instruments in the context of a song to be performed.  ■ Composition ■ Explain the keynote or home Explain the keynote or home note and the composition and developing ideas within a range of given musical structures.  ■ Composition ■ Listen to and reflect upon the developing composition and developing reflect upon the developing composition and developing	notation.	pattern)		notation.	phrases as part of	Composition
phrase using instruments up to five up to five different notes different notes different notes using using using using using using the context of a song to be performed.  Composition  phrase using instruments.  developing ideas within a range of given musical structures.  context of a song to be performed.  Composition  Explain the keynote or home note and the composition and developing  phrase using instruments.  compose by developing ideas within a range of given musical structures.  Composition  P Listen to and reflect upon the developing reflect upon the note and the composition and developing	<u>Improvise</u>	<u>Composition</u>		<u>Improvise</u>	a group	<ul><li>Create simple</li></ul>
instruments up to five different notes within a range of given musical structures.  To improvise using instruments in the context of a song the context of a song to be performed.  Song to be performed.  To improvise using given musical structures.  Composition  To improvise using given musical structures.  To improvise using given musical structures.  Composition  To improvise using given musical structures.  To improvise using given musical structures.  Composition  To improvise using given musical structures.  To improvise using given musical structures.  Composition  To improvise using given musical structures.  To improvise using given musical structures.  Composition  To improvise using given musical structures.  To improvise using musical structures.	<ul><li>To copy back a</li></ul>	<ul><li>Create simple</li></ul>		<ul> <li>To copy back a</li> </ul>	performance and	melodies using
To improvise using using using using using using the context of a song to be performed.  Composition  Explain the Explain the  Explain the  Composition  To improvise using instruments in the context of a song to be performed.  Composition  To improvise using instruments in the context of a song to be performed.  Composition  To improvise using given musical structures.  Work musically to be performed.  Composition  Explain the keynote or home to developing  To improvise using given musical structures.  Composition  Explain the developing  To improvise using given musical structures.  Work musically with the style of the Unit song.  Explain the composition  Explain the keynote or home note and the composition and developing	phrase using	melodies using		phrase using	compose by	up to five
using and simple instruments in the context of a song to be performed.  Composition Explain the Explai	instruments	up to five		instruments.	developing ideas	different notes
instruments in the context of a song to be performed.  Song to be performed.  Composition  Explain the Explain the Explain the keynote or home  Instruments in the that work musically to be performed.  Composition  Composition  Composition  Explain the the thit style of the Unit song.  Explain the keynote or home the profession to and the composition and the compos	<ul><li>To improvise</li></ul>	different notes		<ul><li>To improvise using</li></ul>	within a range of	and simple
the context of a song to be performed.  performed.  Composition  to be performed.  Composition  Explain the  Explain the  Explain the  keynote or home  to be performed.  Composition  Explain the  keynote or home  to be performed.  Composition  Explain the  keynote or home  note and the  Composition  with the style of the Unit song.  Fexplain the  keynote or home  developing  developing	using	and simple		instruments in the	given musical	rhythms that
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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.

#### **Performance**

■ To discuss and talk musically about it — "What went well?" and "It would have been even better if...?"

structure of the melody. [SEP]

#### Performance

- 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...?"

 Listen to and reflect upon the developing composition and make musical decisions about

how the melody

connects with the

melody.

### Performance

song.

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

decisions about how the melody connects with the

Explain the keynote or home note and the structure of the

melody.

song.

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

### Performance

- To play and perform with accuracy, fluency, control and expression
- To think about the audience when performing and how to create a specific effect.

- make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

### Performance

- To 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





Meta Cognition					<ul> <li>To choose what to perform and create a program.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if?"</li> </ul>	<ul> <li>To talk about the venue and how to use it to best effect.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if?"</li> <li>To record the performance and compare it to a previous performance.</li> </ul>
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