



Music	Term		Term	Term				
EYFS	the most relevant ea music. The most relevant e	The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant early years outcomes from 3-4 years to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programmed of study for music. The most relevant early years outcomes for music are taken from the following areas of learning: [17] Expressive Arts and Design						
	3-4 years	Expressive Arts and Design		 Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 				
	Reception	Expressive Arts and Design		 Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 				
	ELG	Expressive Arts and Design	Being Imaginative	 Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 				





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





- CompositionPerforming

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	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?	■ What was the song called? ■ How did the song make you feel? ■ What pictures	■ What was the song called? ■ Did the music make you feel happy or sad?	■ Did the music make you feel happy or sad? ■ What is the song about?	■ Did the music make you feel happy or sad? ■ What instruments can you hear?	 Listen and Appraise What can you hear? Can you hear the horns? How does the
	song called? Did the music	What pictures and colours pop	sad? • Listening and	about? Do you like the	can you hear? How many voices	■ How does the music make y



sing?

Can you use

Windmill Hill Academy Music Knowledge and Skills Organiser



Can you clap

Can you play them

nursery rhymes

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

straight to sing?





•	Can you sing
	the whole
	song?

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

Performance

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

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

Playing Instruments

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

Improvise

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

- Can you clearly sing the words to the song so that everyone can hear
- Can you remember the words to the songs?

the words?

 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

and action songs. **Playing Instruments**

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

Improvise

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

Composition

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

Performance

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

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

<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

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

Singing

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

Playing Instruments

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





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





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





Use the computer

Igniting Curiosity Gre	wing Capabilities	<u>M</u>	usic Kno
	notes Copy back singing with words Copy back singing with 'la' ormance To develop a preference for forms of expression.	notes. Copy back singing with words. Copy back singing with 'la'. Copy back singing with words. Copy back singing with words. Copy back singing with 'la'. Playing Instruments To play in time with the music. Hold the instrument with care and in correct position. Improvise To make sounds using voices. To make different	Perform:
		sounds using instruments.	

Composition

Performance

■ Create a

sequence of sounds.

 To develop a preference for forms of expression.

•	Improvising leading
	to playing classroom
	instruments.
•	To make different
	sounds using
	instruments.
erform	<u>iance</u>
•	Share and perform
	the learning that has
	taken place.

13 01	garrisci				aunceston
	 Open mouths to 		Use good singing		or without the
	project words	_	posture.		words.
	clearly.		Open mouths to		Internalise a
Dlav	ing Instruments	_	project words	_	song and learn
Flay	Explore using		clearly.		about the
	instruments to	Dlavina	Instruments		dimensions of
	create music	Playing	Create own		music.
		_	sounds on		
	alongside a song.Use instruments to		instruments.	_	Use good singing
		_		_	posture.
	play in time with	•	Holding instruments with	•	Open mouths to
	the song (one			Diamina	project words.
	note). • Playing	_	care.	Playing	Instruments
	1 14 11116	•	Learning names of	•	Create own
	instruments with	_	instruments.		sounds on
	care.	•	Playing in time		instruments.
	 Holding beaters 		with a pulse.	•	Holding
	correctly.	•	Play back a		instruments with
Perf	<u>ormance</u>		rhythm on		care.
	Share and perform		instruments.	-	Learning names
	the learning that	Improv			of instruments.
	has taken place.	•	To make sounds	•	Playing in time
			using voices.		with a pulse.
		-	To make different	-	Play back a
			sounds using		rhythm on
			instruments.		instruments.
		•	Create own	<u>Improv</u>	<u>ise</u>
			rhythms.	-	Create own
		Perforr	<u>nance</u>		rhythms.
		•	Share and perform	Compo	<u>sition</u>
			the learning that	-	Use the
			has taken place.		computer to
			•		make up
					rhythms.
1		1		ĺ	





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





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



How does

rhythm and

time with the

music and

Windmill Hill Academy Music Knowledge and Skills Organiser



move to the

pulse?

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

indicators of funk

music?

voice to copy back

a phrase?

reflect on what

went well and





pitch	work
toget	her?

- Can you clap back this rhythm?
- To know some of the sounds that instruments have.
- To know that music has a steady pulse.

Singing

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

Playing Instruments

- Can you copy the phrase using instruments?
- Can you use 2 notes to repeat a phrase and

singing?

- Can you say the words in time with the music?
- Can you say the words with rhythm?
- Can you pick out the rhythm in the words?

Improvise

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

Performance

 Can you perform the song with instrumental accompaniment?

Musical Activities

- Can you feel and follow the pulse of the music?
- To know some of the sounds that instruments have.
- Can you move in different ways to the different styles of music?
- To know that music has a steady pulse.

Singing

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

Playing Instruments

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

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

Playing Instruments

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

Improvise

- Can you listen and clap back, then listen and clap your own answer (rhythms of words)?
- Can you take it in turns to improvise using D or D and E?

Composition

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

what could be improved and how? (Rhythms of words).

Composition

- Can you give ideas for a class composition?
- Can you compose for instruments?
- Can you compose using a mix of rhythms?
- Can you audio save our composition? Can you practice your composition and play it back?
- Can you record your composition?
- Or in notation?
- To understand everyone can compose.
- To understanding that composing is like writing a story with music.

<u>Performance</u>

Can you perform using instruments? Can you use body percussion to clap the beat and rhythm?

Singing

- Can you perform songs that you have learnt throughout the year?
- Can you warm up your voice?

Playing Instruments

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

Composition

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





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





		1	T	T		T
	composition?		loop and volume?			
	Can you add		<u>Performance</u>			
	movement to		Can you play back			
	your		your composition?			
	performance?		 Can you perform the 			
	Can you sing		song using the			
	the whole		structure?			
	song?		Can you sing and			
	Can you		play with			
	perform and		instrumental parts?			
	share the song?					
	Can you add					
	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	Pupils start to	To start to	To listen and review	 To talk about how 	To listen and	To think about
	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. [sep]E.g. it	suggest ways to	about what
	makes them	them feel.	their music e.g. play	makes me want to	improve their	could make their
	feel.	Musical Activities	faster and louder.	jump/sleep/shout	music e.g. play	own work better.
	Musical Activities	 To learn how they 	Musical Activities	etc.	faster and louder.	E.g.: play faster
	To start to learn	can enjoy moving	 To identify and recall 	 Use musical vocab 	Musical Activities	or 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	Find the pulse of a	back a rhythm.	Pupil can listen
	music by	marching, being	basic musical	song/piece and	To create rhythms	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	Move to the pulse.	To learn about	aural memory.
	stars.	Learn about	they can make	Musical Activities	voices, singing	Singing
	Pupil begin to	voices, singing	different types of	Learn to start and	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).	 To start to learn to 	Singing	 Learn to start and 	sounds with their





start to follow
basic musical
instructions.

 Can you listen and clap back then listen and clap your own answer?

Singing

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

Playing Instruments

 To start to learn to play an instrumental part that Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.

Playing Instruments

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

Improvise

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

Composition

 Pupils start to explore a combination of start and stop singing when following a leader.

Playing Instruments

- Treat instruments carefully and with respect.
- To start to play a tuned instrumental part with the song they perform.

Improvise

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

Composition

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

Performance

 To think about others when performing.

- To learn that they can make different types of sounds with their voices.
- Sing the song and play instrumental parts within the song.
- Sing the song and improvise using voices and/or instruments within the song.
- Sing the song and perform compositions within the song.

Playing Instruments

Treat instruments carefully and with respect.

<u>Improvise</u>

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

Composition

stop singing when following a leader.

Playing Instruments

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

<u>Improvise</u>

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

Composition

voices – you can rap or say words in rhythm.

- Learn to start and stop singing when following a leader and to take it in turns to lead.
- Use voices in different ways such as speaking, singing and chanting.

Playing Instruments

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

Improvise

 Confidently Listen and clap back, then listen





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





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





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
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture





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





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





to the rhythm
and clap it
back?

 Can you find the rhythm in words with one and two syllables whilst marching the steady beat?

Singing

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

Playing Instruments

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

Improvise

Can you listen and clap back,

instruments?

- Can you play your instruments using the score?
- Know the names of notes.

Improvise

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

<u>Performance</u>

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

Can you listen and sing back a response?

Playing Instruments

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

Improvise

- Can you clap back a response to a rhythm? Using voices and instruments:
- Can you play a twonote response moving between two notes?

Composition

- Can you use instruments to compose a simple tune with the support of the class?
- Can you work in groups to compose a simple melody?
- Can you use the computer to compose?
- Can you play it back?

Singing

Can you sing back a phrase?

to copy?

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

Playing Instruments

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

Improvise

 Can you listen and clap back, then

- What are the style indicators of reggae?
- Do the lyrics tell a story or have a message?

Musical Activities

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

Singing

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

Playing Instruments

 Can you use your voices and instruments to

Singing

- Can you sing back a phrase?
- Can you answer a phrase using your voice?
- To confidently know and sing five songs from memory.
- To know why we need to warm up our voices.

Playing Instruments

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

Improvise

 Can you listen and clap back to





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





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





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





- steady beat.

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

Singing

- To listen and sing back, and some different vocal 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 know that we can create rhythms from words, our names, favorite food, colours and animals.

Singing

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

Playing Instruments

 Learn to play a tuned different sections of a song.

Musical Activities

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

Singing

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

Playing Instruments

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

 Know every piece of music has a steady beat.

Singing

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

Playing Instruments

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

<u>Improvise</u>

 Listen and clap back, then listen and clap your own sing warming up voice.

Singing

- Learn about voices singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices seryou 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). and pitch work together.

 Know every piece of music has a steady beat.

Singing

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

Playing Instruments

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

Improvise

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





- To treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge
- Play the part in time with the steady pulse.

Improvise

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

Composition

- instrumental part that matches their musical challenge
- Play the part in time with the steady pulse.

Improvise

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

Performance

- Sing clearly so that the words are clear.
- To perform the song with intended structure.

- simple or medium part).
- Play the part in time with the steady pulse.

Improvise

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

Composition

- Create a tune as a class using the computer.
- Create a simple composition with a group.
- Read the class composition and play it back.
- Change the volume of the composition.

<u>Performance</u>

 Record the performance and say how they were

- answer with increasing accuracy (rhythms of words).
- Use voices and a range of instruments, listen and sing back, then listen and play your own answer using a variety of notes.
- Take it in turns to improvise using a variety of notes.

Performance

 Record the performance and say how they were feeling about it and what improvements can be made.

- Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- Take it in turns to improvise using one or two notes.

Composition

- Create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.
- They can add their ideas to the performance.

Performance

 Record the performance and say how they were feeling about it.

- and play your own answer using a variety of notes.
- Take it in turns to improvise.
- Create a range of simple melodies with the Units using one, three or five or more different notes.

Composition

 Learn how basic musical notation and changed if necessary

<u>Performance</u>

 Record the performance and say how they were feeling about it and how it can be improved using musical language.





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





	T	<u> </u>	lond		E Cumphing always	
			land		 Sunshine always 	
			■ Deep valleys High		defeats zombies	
			Hills		 The golden fleece 	
			• fLAmEnco		Songs:	
			 The Time traveller 		 Dreaming of mars 	
			Make that string		Let your spirit fly	
			change		 Sunshine on a 	
			Music rocks you		rainy day	
			Ode to peace		Lets go surfin	
					 Hands, feet, Heart 	
Knowledge	Listen and appraise	Listen and Appraise.	Listen and appraise (Reflect)	Listen and appraise	<u>Listen and appraise</u>	<u>Listen and appraise</u>
	Is the tempo	Can you name the	Do you like the song?	(Reflect)	(Reflect)	(Reflect)
	slow or fast or	instruments	What can you hear?	Do you like the	 Does this song tell 	What can you
	in between?	played?	What style of music	song?	a story? What is	hear?
	Is the dynamics	 Can you describe 	is this?	What can you	the story?	Can you use the
	loud or quiet or	the temp?	How is the song put	hear?	What can you	correct vocab to
	in between?	Rhythm?	together?	What style of	hear?	describe what
	■ Do the	Dynamics?	How many singers	music is this?	What style of	you can hear?
	dynamics		can you hear?	How is the song	music is this?	What
	change in the	Musical Activities	Are they male or	put together?	How does this	instruments can
	music	What is the	female?	How many singers	music make you	you hear?
	How is this song	difference	Is the singer's solo or	can you hear?	feel?	What is the
	put together?	between pulse	backing	Are they male or	Do you like the	tempo like?
	AABA?	and rhythm?	accompaniment?	female?	song?	How does the
	Musical Activities	 Do you know how 	How many	Is the singer's solo	Musical Activities	music make you
	Can you find	rhythm and pulse	instruments? Which	or backing	Can you find the	feel?
	the pulse?	and pitch work	ones?	accompaniment?	pulse?	How old do you
	Can you move	together?	Which instruments	How many	 Can you clap back 	think this music
	in time to the	Playing Instruments	play the solo?	instruments?	the rhythms that	is?
	pulse?	Can you use	Is there a hook?	Which ones?	you hear?	Does the music
	 Does this piece 	instruments to	Is the texture thick,	Which instruments	Can you copy back	tell a story?
	of music have a	support the	thin or in between?	play the solo?	using	Do you like the
	steady pulse?	singing?	Are there many	Is there a hook?	instruments?	music?
	 Can you feel it 	Can you sing as	layers of sound?	Is the texture thick,	Can you copy back	Musical activities
	in your hands?	part of the class	Are there many	thin or in	the riffs that you	Singing





Singing	or in a group?	singers/instruments	between?	hear using	Playing Instrument
Can you sing as	Can you follow a	playing or just one or	Are there many	instruments?	Can you listen
part of the class	conductor?	two?	layers of sound?	Singing	and copy back
or in a group?	Can you listen to	Does the texture stay	Are there many	Can you learn the	rhythms?
Can you listen	each other as you	the same all the way	singers/instrument	song in sections?	Do you know the
to each other as	sing?	through?	s playing or just	Can you use your	names of the
you sing?	Can you listen	Is it fast, slow or in	one or two?	diaphragm to	different samba
Can you warm	and play it back?	between?	Does the texture	breath and sing	drums?
up your voice	Singing	Is the music loud,	stay the same all	longer notes?	Can you look
before singing?	Can you warm up	quiet or in between?	the way through?	Can you sing in	after your
Can you listen	your voice?	Is it the same all the	Is it fast, slow or in	unison?	instrument?
and sing it	Can you use your	way through?	between?	■ Can you	Can you move
back?	diaphrame to	What are the style	Is the music loud,	pronounce the	around safely
Playing Instruments	sing?	indicators of roots	quiet or in	words correctly?	whilst playing
■ Can you follow	Can you use your	reggae music?	between? Is it the	Can you sing in	your instrument?
a conductor?	breath to sing	How are the songs	same all the way	time with the	Can you use the
■ Can you play	through the	similar?	through?	music?	beater correctly?
and improvise	phrases	How are they	What are the style	•	Can you add
using your	Can you recognize	different?	indicators of roots	Playing Instrument	dynamics?
instrument?	when you are	Musical Activities	reggae music?	Can you listen and	Can you follow a
Can you listen	singing in tune	Can you find and	How are the songs	copy back using	score?
and play a	Can you	move to the pulse?	similar?	the bow?	Using your
response on	remember the	Can you create a	How are they	Can you play on	instruments can
open strings	lyrics	movement for the	different?	the right string?	you play in time
GDAE or CGDA	Can you add	rests in the music?	Musical Activities	Can you use all of	?
your own	meaning to the	Can you call and	Can you find and	your bow?	Can you listen
answer using	lyrics through	responds using your	move to the pulse?	Can you use the	and play your
open strings?	dynamics, tempo	open strings?	Can you identify	correct position	own answer
Can you hold	Performance	Can you call and	the Reggie	for holding the	using off beat
the violin cello	Do you know that	respond using your	rhythm?	instrument?	rhythms/syncopa
correctly?	performing is	bow in different	Singing	Can you sit or	ted?
■ Can you pluck	sharing music	ways?	Can you sing the	stand correctly?	Can you play
the strings	with an audience?	Can you call and	song and improvise	Can you use the	music in time
correctly?	Do you know and	respond using	using instruments	space safely when	with each other?
■ Can you rosin	have planned	different dynamics	or voices within	using your	Can you follow a





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





open strings	
GDAE or CGDA?	

 Can you take it in turns to improvise using open strings GDAE or CGDA?

Composition

- Can you talk about composition? Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends?
- Can you explain that there are different ways of writing a composition down and recording it audio or written?

Performance

 Do you know how to talk about

- What is the difference between pulse and rhythm?
- Do you know how rhythm and pulse and pitch work together?

Playing Instruments

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

- Can you use the notes given to improvise a tune?
- Can you take it in turns to improvise using open strings?
- Can you take it in turns to improvise?
- Can you listen and play own answer using open strings?

Composition

- Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends?
- Can you explain that there are different ways of writing a composition down and recording it audio or written?

Performance

- Can you perform to the class?
- Can you sing the song and improvise using instruments or voices within the song?

play own answer using one or two notes C and D?

Composition

- Can you explain that a composition is created by yourself and written like a story and that it can be played or performed again to your friends?
- Can you explain that there are different ways of writing a composition down and recording it audio or written?

Performance

- Can you perform to the class?
- Can you sing the song and improvise using instruments or voices within the song?

- your rhythm?
- Can you turn the grid?
- Can you use syncopated rhythms in your composition?
- Can you use words and phrases to help you remember your composition?
- Can you remember your composition?
- Can you write down your composition for someone else to use and play?

Performance

- Can you prepare for a performance of samba?
- Do you know to speak clearly in so that the audience can understand you?
- Can you lead a performance and be the conductor?





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





the song and
piece of music
makes them
feel.

Musical Activities

- To clap and say back rhythms
- To create own simple rhythms
- To lead the class using own rhythms.
- Call and response using open strings
- Call and response using movement to encourage correct posture and position
- Bowing games, window wipers, zoom, zoom, zoom, were going to the moon, spider and drain pipe.
- Forbidden rhythm
- Eyes closed guess which notes?

Singing

To know that

- To discuss origins of the song
- To discuss how the song makes them feel

Musical Activities

 To treat instruments carefully and with respect.

Singing

- To sing back a phrase
- Pupils start to sing in unison and in two parts

Playing an instrument

 Connection between sound and symbol (e.g. graphic/pictorial notation)

Composition.

 Begin to understand simple notations to represent music, including pitch and volume

Performance

 Communicate feeling in performance.

- simple rhythm patterns.
- Lead the class using their simple rhythms.

Singing

- To follow a leader when singing.
- To demonstrate a good posture when singing.
- To have an awareness of the pulse internally when singing.
- To sing in unison, becoming aware of pitch.

Playing Instrument

- Play any one, or all four, differentiated parts on a tuned or unturned instrument a one note, simple or medium part or the melody of the song from memory or using notation.
- Listen and copy back using open strings GDAE or CGDA?
- Using instruments, to listen and play your own answer using open string GDAE or CGDA?

- Create your own simple rhythm patterns.
- Lead the class using their simple rhythms.

Singing

- To follow a leader when singing.
- To demonstrate a good posture when singing.
- To have an awareness of the pulse internally when singing.
- To sing in unison, becoming aware of pitch.

Playing Instrument

Play any one, or all four,

differentiated

- parts on a tuned or unturned instrument a one note, simple or medium part or the melody of the song from memory or using notation.
- Listen and copy back using two notes: C and D
- Using instruments,

Create own rhythm patterns.

Improvise

 Take it in turns to improvise using one note on own or in small groups.

Composition

- To play on open strings when call and response activity in class
- To use different parts of the bow to create different timbres of sound for effect.
- To use a range of dynamics within call and response.

<u>Performance</u>

- To work in groups to play, listening to each other
- follow a conductor and perform whole tune.
- To watch the conductor or leader to know when to start.
- To use dynamics in the piece to create light and dark.
- To stand in the

- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing.

Composition

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

Performance

To record the





songs can make
you feel
energetic, sad,
happy etc.

To know why you must warm up your voice.

Playing instruments

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

Improvise

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

- To perform with energy and enthusiasm
- To perform to an audience
- To have time to rehearse
- To have a clear program of contents for the audience.
- To tell the audience what you are singing
- To record the performance to reflect upon
- To appraise performance and self evaluate.

Improvise

 Take it in turns to improvise using two notes and building up to 4 notes of open strings GDAE or CGDA.

Composition

- To plan and create a section of music that can be performed within the context of the unit.
- To compose using CGDA or GDAE.

Performance

- To record the performance and say how they were feeling, what they were pleased with what they would change.
- To communicate the meaning of the words and clearly articulate them.

to listen and play your own answer using two notes: C and D

Improvise

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

Composition

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

Performance

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

To communicate the meaning of the words and clearly articulate them.

correct position and sit correctly.

- To end a piece together.
- To introduce the pieces before they are played.
- Begin to understand simple notations to represent music, including pitch and volume

performance and say how they were feeling, what they were pleased with what they would change and why.

- To think about others while performing.
- Begin to understand simple notations to represent music, including pitch and volume





Г			
notes			
Composition			
 To help create at 			
least one simple			
melody using a			
sequence of one,			
three or five			
different notes			
on open strings.			
To talk about			
how it was			
created.			
Listen and reflect			
upon developing			
composition and			
make musical			
decisions about			
pulse, rhythm,			
pitch, dynamics			
and tempo.			
<u>Performance</u>			
To choose what			
to perform and			
create a			
program for the			
audience.			
■ To talk about			
the best place			
to be when			
performing and			
how to stand or			
sit.			
 To record the 			
performance			
and say how			





they were feeling, wh they were pleased wi what they would cha and why.	th	Spring 1	Spring 2	Summer 1	Summer 2
		Spring 1	Spring 2		
Concept Rebellion and Inva		Civilisation	Environmental	Discoveries	Culture
Fiddle time for Vio		Stop	Lean on me Soul/Gospel	Blackbird The Beatles/Pop	Reflect rewind and replay
Listen and Appraise Feel the be		Listen and Appraise:	music	Listen and Appraise: Blackbird by The	This Unit of Work consolidates the learning
Feel the beautiful from the drunk sailor Copycat bleunder arre Down up Raindrops Swing Ban Ana Lou	Ind John Rutter Angles of Carol Rockin Rudolph Benny Goodman Orchestra, sing, sing, sing We three kings	 Stop! – Grime Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) Libertango by astor Piazzolla (Tago) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) 	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	 Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let it Be by The Beatles 	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 The Arrival Of The Queen Of Sheba by Handel Can't Stop The





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





dynamics	
change in	the
music	

How is this song put together? AABA?

Musical Activities

- Can you find the pulse?
- Can you move in time to the pulse?
- Does this piece of music have a steady pulse?
- Can you feel it in your hands?
- Can you name some of the instruments that you hear in the music?
- How do the pulse and the rhythm, pitch work together?
- Can you copy back the rhythm?
- Can you say the rhythms?
- What is the difference between pulse and rhythm?

Musical Activities

- What is the difference between pulse and rhythm?
- Do you know how rhythm and pulse and pitch work together?

Playing Instruments

- Can you use instruments to support the singing?
- Can you sing as part of the class or in a group?
- Can you follow a conductor?
- Can you listen to each other as you sing?
- Can you listen and play it back?

Singing

- Can you warm up your voice?
- Can you use your diaphrame to sing?
- Can you use your breath to sing through the phrases

make you feel?

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

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

the sections of the music?

- Who is the composer?
- Can you find the pulse?

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?
- Can you listen and copy back using two notes: F and G?
 Using your

- Can you lead the clapping back of rhythms?
- Can you copy back using voices or instruments?
- Can you copy back any riffs that you hear using the C note?

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?

<u>Playing Instruments</u>

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

- harmony, key, largo, pitch, scales?
- Do you know any history of music?
- Do you know any different styles of music?
- Can you identify any different styles of music?
- What can you hear?
- Does the music tell a story?

Musical Activities

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

Singing

- Can you listen and sing back a melody?
- Can you warn up your voice?



Can you tighten

singing in tune

Windmill Hill Academy Music Knowledge and Skills Organiser



programme?

How do you	Can you recognize	Playing Instruments	instruments, listen	using one or two	Playing Instruments
keep an internal	when you are	Using your	and play your own	notes: C and	Using your
pulse?	singing in tune	instruments, can you	answer using two	sometimes D?	instruments, can
Singing	■ Can you	listen and play your	notes?	Can you listen and	you listen and
Can you listen	remember the	own answer using	Can you follow the	copy back using	play your own
and sing back a	lyrics	one note: C?	music on the	two notes: C and	answer using
melody?	Can you add	Can you listen and	screen as you play?	D?	more than two
Can you copy	meaning to the	play back any riffs on	If you get lost can	<u>Improvise</u>	notes?
back the	lyrics through	instruments?	you jump back in	Can you take it in	<u>Improvise</u>
melody in	dynamics, tempo	<u>Improvise</u>	again?	turns to improvise	Can you take it in
pitch?	Performance	Can you take it in	<u>Improvise</u>	using one note: C?	turns to
Playing Instruments	Do you know that	turns to improvise	Can you take it in	Can you take it in	improvise using a
Can you follow	performing is	using one or two	turns to improvise	turns to improvise	variety of notes?
a conductor?	sharing music	notes: C and	using one?	using one or two	Do you know
Can you play	with an audience?	sometimes D?	Can you take it in	notes: C and	that an
and improvise	Do you know and	<u>Composition</u>	turns to improvise	sometimes D?	improvisation is
using your	have planned	Can you use the	using two notes: F	Can you improvise	a new piece of
instrument?	everything that	looped soundtrack to	and G and F?	in a group or on	music and
Can you listen	will be	compose new lyrics	Using your own	your own?	belongs to
and play a	performed?	over?	instrument can you	Can you improvise	them?
response on	Do you know to	 Can you write a new 	listen and play	on instruments?	Composition
open strings	speak clearly in so	8 lines?	back an answer	Composition	Do you know
GDAE or CGDA	that the audience	Can you work in	using the notes F	Can you make a	different ways of
your own	can understand	small groups to	and sometimes G?	rhythm grid-using	recording a
answer using	you?	compose?	Can you take turns	notation?	written
open strings?	Can you stand	<u>Performance</u>	to improvise or	Can you use the	composition?
Can you hold	correctly when	Can you listen and	play in groups?	note grid button	Can you choose
the violin cello	performing?	copy back using two	Composition	to help create a	a time signature?
correctly?	Can you breath	notes: C and D?	Can you use 3	formal notation?	Can you clap
Can you pluck	together when		notes (F, G and A)	Can you use not-	your rhythm?
the strings	leading into a		to compose a	names written	<u>Performance</u>
correctly?	song?		simple melody?	underneath for	Can you choose
 Can you rosin 	 Can you recognise 		Can you work in	you all to play?	what to perform
the bow?	when you are		small groups using	Can you create an	and create a

a mixture of

8-bar composition





	and loosen the	and at pitch?	instruments to for your group to ■ Can you pre	esent
	bow correctly?	Can you listen to	compose? play with block a musical	COCIIL
	Can you use	each other as you	Can you compose a notation or formal performance	2
	dynamics in	sing?	rhythmical line and notation? designed to	
	your playing?	Can you warm up	clap it back? • Can you perform capture the	
	Can you follow	your coice before	■ Can you use a grid your 2 audience?	=
,	the notation	•	to help compose a compositions?	24
	along with the	singing? Can you	rhythm? Performance and rap the	_
	music?	remember the	· · · · · · · · · · · · · · · · · · ·	
		words of the		-
'	Can you follow a lead in?	songs?	, , , , , , , , , , , , , , , , , , , ,	
		_	· · · · · · · · · · · · · · · · · · ·	
	carry ou sit of	Can you sing with dynamics	Performance ■ Can you perform ■ Can you pre ■ Can you perform on an instrument? ■ for a	epare
	stand correctly	dynamics	, ,	t
l	in a safe space		the whole song? • Can you perform performance the whole song?	
	rovise Can you listen		■ Can you perform the whole song? some of sor	
	can you noten		your compositions the songs le	
	and clap back a		in the break over this ye	eare
	rhythm?		section?	
	Can you make			
	up your own			
	tunes on the			
	spot?			
	Can you use			
	two notes			
	confidently to			
	improvise?			
	Can you use the			
	notes given to			
	improvise a			
	tune?			
	Can you take it			
	in turns to			
	improvise using			
	open strings			
	GDAE or CGDA?			





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





Skill	planned everything that will be performed? Do you know that performing involves communicating feelings, thoughts and ideas about the song/music? Can you play together following a conductor? Can you add dynamics to your performance?	Liston and Annesisa	Listen and Appraise	Listen and Appraise	Listen and Appraise	. Listen and Appraise
Progression	Listen and Appraise To find the pulse. To confidently identify and move to the pulse. To think about what the words of a song mean. To discuss how the song and piece of music	■ To confidently identify and move to the pulse. ■ To discuss the meaning of the words ■ Understand meaning of the song and the tradition ■ To discuss origins of the song	To 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	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	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	■ 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





	makes them
	feel.
Musical	Activities
•	To clap and s
	hack rhythme

- say back rhythms
- To create own simple rhythms
- To lead the class using own rhythms.
- Call and response using open strings
- Call and response using movement to encourage correct posture and position
- Bowing games, window wipers, zoom, zoom, zoom, were going to the moon, spider and drain pipe.
- Forbidden rhythm
- Eyes closed guess which notes?

Singing

To know that songs can make you feel

To discuss how the song makes them feel

Musical Activities

To treat instruments carefully and with respect.

Singing

- To sing back a phrase
- Pupils start to sing in unison and in two parts

Playing an instrument

Connection between sound and symbol (e.g. graphic/pictorial notation)

Composition.

Begin to understand simple notations to represent music, including pitch and volume

Performance

- Communicate feeling in performance.
- To perform with energy and

- comparisons to other music.
- Listen carefully and respectfully to other people's thoughts about the music.
- To use musical words when discussing music.
- To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

Musical Activities

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

Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture To follow a leader

and suggesting improvements based on the intended outcome.

Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians

Musical Activities

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

Singing

- To follow a leader when singing.
- To demonstrate god posture when singing.
- To sing with

other people's thoughts about the music.

- When talking, try to use musical words.
- To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

Musical Activities

To confidently identify and move to the pulse.

Singing

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

- in the chorus. Listen carefully
- to other people's thoughts about the music.
- Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.
- To listen to. understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

Musical Activities

- Create one simple rhythm patters.
- Lead the class using their simple rhythms.





energetic, sad,
happy etc.
To know why

 To know why you must warm up your voice.

Playing instruments

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

Improvise

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

- enthusiasm
- To perform to an audience
- To have time to rehearse
- To have a clear program of contents for the audience.
- To tell the audience what you are singing
- To record the performance to reflect upon
- To appraise performance and self evaluateTo confidently identify and move to the pulse.
- To discuss the meaning of the words
- Understand meaning of the song and the tradition
- To discuss origins of the song
- To discuss how the song makes them feel

when singing.

- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

Playing Instruments

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

Improvise

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

awareness of being in tune.

To rejoin the song if lost.

Playing Instruments

- To treat instruments with care and respect.
- To play any one note or all four differentiated parts o a tunes instruments- a one-note, simple or medium part or the melody of the song from memory or using notation.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

Improvise

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

singing. Playing Instruments

 To treat instruments carefully and with respect.

group when

Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.

<u>Improvise</u>

 Take it in turns to improvise using three different notes.

Composition

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

- Listen and sing back no notation.
- Copy back using instruments.

Singing

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





•	To help create at
	least one simple
	melody using a
	sequence of one,
	three or five
	different notes
	on open strings.

- To talk about how it was created.
- Listen and reflect upon developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Performance

- To choose what to perform and create a program for the audience.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what

Composition

- Plan and create a section of music that can be played back.
- Record the composition in an appropriate way that recognizes the connection between sound and symbols, graphic and pictorial.
- Talk about how it was created.
- Help create at least one simple melody using three or 5 different notes.
- Pupils improvise creating rhythmical and simple melodic patterns
- Understand how different musical elements are combined and used expressively.

Performance

- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

using the notes F and sometimes G.

 Take turns to improvise or play in groups.

Composition

- Help create at least one melody using one, three or all five different notes
- Talk about how it was created.
- Listen and reflect upon the developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in an appropriate way.
- Pupils use notation to represent music
- Pupils explore and join layers of sound, thinking about musical dynamics of each layer and understanding the effect.

Performance

- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

- To rehearse and perform their part within the context of the Unit song.
- To choose what to perform and create a program.
- Present a musical performance designed to capture the audience.
 To communicate

- memory.
- To listen and follow musical instructions from a leader.
- To lead the playing by making sure everyone plays in the playing section of the song.

Improvise

- Take it in turns to improvise using one or two
 pnotes.
- Listen and copy back using instruments, two different notes.
- Using instruments, listen and play own answer using two different notes.
- Improvise using instruments in the context of a song they
- To communicate the meaning of the words and





T				ı		ı	
they were		-	To choose what to		the meaning of		clearly articulate
pleased with			perform and		the words and		them.
what they			create a program.		clearly articulate	-	To talk about the
would change		•	Present a musical		them.		best place to be
and why.			performance	•	To talk about the		when performing
			designed to		best place to be		and how to
			capture the		when performing		stand or sit.
			audience.		and how to stand	•	To record the
		•	To talk about the		or sit.		performance and
			best place to be	•	To record the		say how they
			when performing		performance and		were feeling,
			and how to stand		say how they were		what they were
		_	or sit.		feeling, what they		pleased with
		•	To record the		were pleased with		what they would
			performance and		what they would		change and why.
			say how they were		change and why.	Compo	<u>-</u>
			feeling, what they			•	To create
			were pleased with				rhythmical and
			and what they would change and				simple melodic
			why.				patterns using an
			wily.				increased
							number of notes.
							To join layers of
							sound, thinking
							about musical
							dynamics of each
							layer and
							understanding
							the effect.
						•	To understand
							how different
							musical elements
1	1			l		i .	musicai elements





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





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





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





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





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





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





Skill	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
Progression	■ To think about	■ To find the pulse	To identify and move	■ Listen to and	■ To identify and	■ To identify and
110610331011	the message of	of the song/track	to the pulse with	reflect upon the	move to the pulse	move to the
	the message of	■ Use musical	ease.	developing	with ease.	pulse with ease.
	To identify the	language to talk	To talk about the	composition and	 To think about the 	■ To think about
	pulse with ease.	about the songs	musical dimensions	make musical	message behind	the message
	 To compare two 	musical	working together in	decisions about	the songs	behind the
	songs in the	dimensions.	the Unit songs.	pulse, rhythm,	■ Talk about the	songs.
	same style,	To recognise the	Listen carefully and	pitch, dynamics	music and how it	To talk about the
	talking about	structure of a	respectfully to other	and tempo	makes you feel.	musical
	what stands out	piece of	• •	Musical Activities	Listen carefully	dimensions
		·	people's thoughts about the music.		•	
	musically in	music/song		- body percussion	and respectfully to	working together
	each of them,	Musical Activities To find and move	Musical Activities	copying rhythms	other people's	in the Unit songs.
	their similarities and differences.	To find and move	■ To find and move to	using the body	thoughts about	- Ose musical
		to the pulse.	the pulse	before moving on	the music.	vocabulary to
	 Use musical 	■ To copy back	 Lead the class by 	to instruments.	Musical Activities	describe music
	language to talk	rhythms based.	inventing rhythms	■ To find and move	 To find and move 	dimensions
	about the	 On the words of 	for them to copy	to the pulse	to the pulse.	 To describe,
	song's musical	the main song,	back.	 Lead the class by 	 Lead the class by 	compare and
	dimensions.	that include	Singing	inventing rhythms	inventing rhythms	evaluate
	Musical Activities	syncopation/off	 To sing in unison and 	for them t copy	for them to copy	different types of
	■ To find the	beat, copy back	to sing backing	back	back.	music beginning
	pulse.	one-note riffs	vocals.	Singing	Singing	to use musical
	Copy back	using simple and	To enjoy exploring	 To follow a leader 	To sing in unison	words.
	rhythms based	syncopated.	singing solo.	when singing.	and to sing	 To comment on
	on the words of	rhythm patterns	To demonstrate a	 To enjoy exploring 	backing vocals.	the success of
	the main song	 Lead the class by 	good singing	singing solo.	 To enjoy exploring 	own and others
	that include	inventing rhythms	posture.	To sing with	singing solo.	work, suggesting
	syncopation/off	for others to copy	Playing Instruments	awareness of being	 To demonstrate a 	improvements
	beat.	back.	 To select and learn 	'in tune'.	good singing	based on
	Copy back riffs	Copy back two-	an instrumental part	To have an	posture.	intended
	using	note riffs by ear	that matches their	awareness of the	 To listen to each 	outcomes.
	syncopated	and with notation	musical challenge,	pulse internally	other and be	To listen to a
	rhythm	Question and	using one of the	when singing.	aware of how you	range of high
	patterns.	answer using to	differentiated parts,	Playing Instruments	fit into the group.	quality, live and





•	Leading the
	class inventing
	rhythms for
	others to copy.

 Copy back riffs with and without notation.

Singing

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

Playing Instruments

- To rehearse and perform their part.
- To listen and follow a leader.
- Play musical instruments with the correct technique.
- Play a musical instrument with the correct technique within the context of the

different notes.
Others to copy

Improvise

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

Improvise

 Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition

- Create simple melodies using up to 3 notes.
- Record composition in an appropriate way that recognizes the connection between sounds

- one note, simple or medium part or the melody of the song from memory or using notation.
- Play a musical instrument with the correct technique within the context of the unit song.

Improvise

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

- 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.

Listen to and

Improvise Composition

- reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- To record compositions in any way

Playing Instruments

Play a musical instrument with the correct technique within the context of the unit song.

To select and learn

- an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation
- To lead a rehearsal

Improvise

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

Composition

Explain the

recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

Musical Activities

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

Singing

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

Playing Instruments

 Play a musical instrument with the correct





unit song. To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, one note, simple or medium part or the melody of the song from memory or using notation.

Improvise

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

Composition

- Create simple melodies using up to 3 notes.
- Explain the structure of the melody.
- Record composition in an appropriate way that

and symbol.
 Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

Performance

- Play the tune/head together
- Play solos on own and/or in groups
- Perform and record and reflect upon the performance.
- To discuss and talk musically about it "What went well?" and "It would have been even better if...?"

 Record composition in an appropriate way that recognizes the connection between sounds and symbol.

Performance

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

appropriate that recognizes the connection between sound and symbol (graphic/pictorial notation)

Performance

- To record the performance and say how they were feeling, what they were pleased with what they would change and why.
- To think about others while performing.
- Begin to understand simple notations to represent music, including pitch and

keynote or home note and the structure of the melody.

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

Performance

- To communicate the meaning of the words and clearly articulate them.
- To discuss and talk musically about it

 "What went well?" and "It would have been even better if...?"

technique within the context of the unit song

- To lead a rehearsal
- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.
- To listen to and recall a range of sounds and patterns of sounds confidently.

Improvise

- To create increasingly complicated rhythmic and melodic phrases within given structures.
- Copy back using instruments. Use the three notes.
- Question and Answer using instruments. Use three notes in your answer.





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





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





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





	put together:
•	The lyrics: what
	are the songs
	about?

nut togothor?

- Identify the structure of the songs (intro, verse, chorus etc.)
- The historical context of the songs. What else was going on at this time. musically and historically?

Musical Activities

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

Singing

- Can you sing along with the music?
- Can you warm up your voice?
- Can you stand with a good singing posture?

- difference between pulse and rhythm?
- Do you know how rhythm and pulse and pitch work together?
- How pulse, rhythm, pitch, tempo. dynamics, texture and structure work together to create a song or music.

Playing Instruments

- Can you use instruments to support the singing?
- Can you sing as part of the class or in a group?
- Can you follow a conductor?
- Can you listen to each other as you sing?
- Can you listen and play it back?

Singing

Can you warm up your voice?

songs are about.

- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo. rhythm, pitch and timbre).
- Name some of the instruments used in the songs.
- How are the two songs different?
- Which version of the song do you prefer? Why

Musical Activities

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- How to keep the internal pulse.
- Can you find the pulse?
- Can you move to the pulse?
- Can you use body percussion to show the pulse?

Singing

Do you know how to

instruments?

- What are the dynamics in this song?
- How is this song put together?
- Did you hear riff, hook or a solo in this song?
- Does the music industry represent female artists as equal to male artists?
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).
- Know and talk about that fact that we each have a musical identity

Musical activities

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

- the two songs?
- Did the temp stay the same throughout?
- Did the dynamics stay the same throughout?
- The lyrics: what the songs are about.
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). Know and talk
- about that fact that we each have a musical identity

Musical Activities

- Can you find the pulse?
- Can you move with the pulse?
- Can you copy the rhythm? Can you lead a rhythm for the class to copy back?
- How to keep the internal pulse.

- rhythms?
- Do you know the names of the different samba drums?
- Can you look after your instrument?
- Can you move around safely

Improvisation

- Can you play and improvise using your instrument?
- Can you use body percussion to create a regular riff and one in double time?

Composition

- Can you create your own arrangement of the Batacuda Groove?
- Using body percussion can you create own break for samba piece?
- Can you create your own hand signals for the break section?





•	Can you sing
	with increasing
	awareness of
	being in tune?

- Can you copy back a question and answer?
- Can you sing both vocal parts?

Performance

- Can you perform the whole song?

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

Performance

- Do you know that performing is sharing music with an audience?
- Do you know and have planned everything that will be performed?
- Do you know to speak clearly in so that the audience can understand you?

warm up your voice?

- Can you sing with good posture?
- Can you sing with good dictation of the words?
- Can you place your breath carefully?
- Can you use your voice to contrast in volume?
- To breath at the end of phrases.
- Sing solo or duet in the verse.

Performance

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

the class to copy back?

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

Singing

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

Playing Instruments

 Can you use your instruments to play along with the Musical
Leadership:
creating musical
ideas for the
group to copy or

respond to.

 Musical Leadership: creating musical ideas for the group to copy or respond to.

Singing

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

Playing Instruments

- Can you play along with your instruments?
- Can you play both parts on the glockenspiel?Can you play at

- Can you listen to your rhythm?
- Can you shuffle your rhythm?
- Can you turn the grid?
- Can you use syncopated rhythms in your composition?
- Can you use words and phrases to help you remember your composition?
- Can you remember your composition?
- Can you write down your composition for someone else to use and play?

Performance

- Can you prepare for a performance of samba?
 - Do you know to speak clearly in so that the audience can understand you?
 Can you lead a





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





		T .
	<u>Performance</u>	rhythm?
	■ Can you share your	■ Can you make
	composition to the	your lyrics rhyme?
	class?	Can you write you
	■ Can you remember	own rap?
	the structure of	Can you follow
	the piece?	your composition
	■ Can you perform	to play it?
	the song with the	Can you compose
	2 nd vocal part on	3 riffs?
	the track?	■ Can you change
	■ Can you perform	the pitch using the
	both vocal parts	computer
	and improvise?	composer
	Can you sing both	program?
	vocal parts and	■ Can you recognise
	play your	musical notation?
	compositions?	Can you use 'quick
	■ Can you create a	beats' to compose
	video of your	an 8 bar
	performance?	composition using
	■ Can you create an	the variety of
	audio recording of	instruments?
	your performance?	<u>Performance</u>
		Can you play your
		instruments with
		the song?
		Can you improvise
		along with the
		song?
		Can you play your
		compositions
		along with the
		song?
		Can you perform





Skill Progression	Listen and Appraise To identify and move to the pulse with ease. Use musical words when talking about the songs. Talk about the music and how it makes you feel, using musical language to describe the music. To think about the message of songs.	Listen and Appraise To confidently identify and move to the pulse. To discuss the meaning of the words Understand meaning of the song and the tradition To discuss origins of the song To discuss how the song makes	Listen and Appraise To identify and move to the pulse with ease. To think about the message of songs. Use musical words when talking about the songs. Talk about the music and how it makes you feel, using musical language to describe the music. Listen carefully and respectfully to other people's thoughts about the music.	Listen and Appraise To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. To think about the message of songs.	your solo? Can you perform your riff? Can you perform the whole song? Listen and Appraise To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. To describe, compare and	Listen and Appraise Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Listen with attention to detail and recall sounds with increasing aural memory. To identify most instruments in
		To discuss how	people's thoughts	F	■ To describe,	memory. To identify most





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 aware of how you fit into the group.
- To sing with awareness of

Singing

- To sing back a phrase
- Pupils start to sing in unison and in two parts.
- To sing with awareness of being 'in tune'.
- To listen to each other and be aware of how you fit into the group.

Playing an instrument

 Connection between sound and symbol (e.g. graphic/pictorial notation)

Composition.

 Begin to understand simple notations to represent music, including pitch and volume

Performance

- Communicate feeling in performance.
- To perform with energy and

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

Performance

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

- 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.
- To rehearse and perform their part within the context of the Unit song.
 Play a musical

- suggesting specific improvements based on intended outcomes and comment on how this could be
- To identify and explore the relationship between sounds and how music can reflect different meanings.

achieved.

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

Singing

- To demonstrate a good singing posture.
- To follow a leader when singing.

Playing Instruments

To rehearse and

To recognize musical styles and traditions within the samba

Musical Activities

- Body percussion copying rhythms using the body before moving on to instruments.
- To find and move to the pulse
- Lead the class by inventing rhythms for them t copy back

Singing

- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing.

Playing Instruments

 To select and learn an instrumental





in order to

structure of the

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

composition and

them feel.





how the melody connects with the song. Performance • To choose what to perform and create a program. • To communicate them. • To communicate them. • To choose what to perform and create a program. • To communicate them. • To communicate the maning of the variety of the Unit style of the Unit 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 menaning of the variety of the Unit 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 menaning of the variety of the Unit solo and the communicate the menaning of the communicate the menaning of the Unit solo find the perform and create a program. • To communicate the menaning of the Unit solo find the perform and create a program. • To communicate them.	 T	T						
how the melody connects with the song. Performance To choose what to perform and create a program. Performance To communicate them. Performance To communicate them. Performance Performance To communicate them. 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 communicate the meaning of meaning of motations including staff notations, revise and refine musical material. Create simple melodies using up to five different notes and simple rhythms that work mezzo pio mezzo pio fortissim song. Performance To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. To choose what to perform and create a program. To communicate the menaing of many the mental perform and create a program. To communicate the menaing of many the mental perform and create a program. To communicate the menaing of many the mental perform and create a program. To communicate the menaing of many the mental perform and create a program. To communicate the menaing of many the mental perform and create a program. To communicate the moust and reverse and refine musical material. To improvise 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.						•		•
connects with the song. Performance To choose what to perform and create a program. To communicate the words and clearly articulate them. To communicate them. To communicate them. To perform and create a program. To communicate them. To communicate them. To perform and create a program. To communicate them. To communica					•		•	Demonstrate
song. Performance * To choose what to perform and create a program. * To communicate the meaning of the words and clearly articulate them. * To communicate them. * To communicate the meaning of the words and clearly articulate them. * To play and perform with accuracy, fluency, control and expression * To those what to perform and how to create a group. * To those what to perform and how to create a group. * To choose what to perform and create a program. * To communicate them. * To communicate them. * To challe them. * 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 arrived the meaning of another. * To choose what to perform and create a program. * To communicate the meaning of another.				•		•		excellent posture
Performance To choose what to perform and create a program. To communicate the meaning of the words and clearly articulate them. 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 them and the manning of the words and clearly articulate them. Improvise To improvise wising and to five different notes and simple melodies using up to five different notes and simple form with accuracy, fluency, control and expression 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 To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and create a program. To communicate the meaning of To think about the audience when performing and the program and create a program. To communicate the meaning of To think about the audience when perform with accuracy, fluency, and the program and the prog				connects with the				when playing an
To choose what to perform and create a program. To communicate the meaning of the words and clearly articulate them. Performance To play and perform with accuracy, fluency, control and expression experiods by a specific effect. To think about the audience when performing and how to create a psogram. To choose what to perform and create a program. To communicate them. Performance 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 them. To communicate them. To play and perform with accuracy, fluency, control and expression periods by a specific effect. To choose what to perform and create a program. To communicate them. To communicate them. To communicate played or another. To communicate played or another.				_		_		instrument.
perform and create a program. To communicate the meaning of the words and clearly articulate them. To communicate them. To play and perform with accuracy, fluency, control and expression 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 another.			Perforn	<u>nance</u>		notation, to plan,	Improv	<u>rise</u>
create a program. To communicate the meaning of the words and clearly articulate them. To communicate them words and clearly articulate them. To play and performance To play and perform with accuracy, fluency, control and expression periods be audience when performing and how to create a specific effect. To choose what to perform and create a program. To to communicate them. Create simple melodies using up to five different 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 periods be solo and how to create a specific effect. To choose what to performing and how to create a program. To communicate played or another. To communicate played or another.			•	To choose what to		revise and refine	•	To improvise
To communicate the meaning of the words and clearly articulate them. To communicate them. To the meaning of the words and clearly articulate them. Performance To play and perform with accuracy, fluency, control and expression 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 them. To to communicate them. melodies using up to five different including piantisms mezzo				perform and		musical material.		using a wider
the meaning of the words and clearly articulate them. to five different notes and simple rhythms that work musically with the style of the Unit song. Performance To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. To choose what to perform and create a program. To choose what to perform and create a program. To choose what to performing and how to create a specific effect. To choose what to performing and how to create a program. To choose what to performing and how to create a program. To choose what to performing and chers in performing and nothers in performing and performing and nother in performing and create a program. To communicate played or another.				create a program.	•	Create simple		range of
words and clearly articulate them. words and clearly articulate them. words and clearly articulate them. 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. perform and create a rogram. To choose what to perform and create a program. To communicate the meaning of another.			•	To communicate		melodies using up		dynamics,
articulate them. articulate them. rhythms that work musically with the style of the Unit song. Performance To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. To choose what to perform and create a program. To communicate them. rhythms that work musically with the style of the Unit song. To play and progressi				the meaning of the		to five different		including
musically with the style of the Unit song. Performance To play and perform with accuracy, fluency, control and expression En 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 To communicate to perform and create a played or another.				words and clearly		notes and simple		pianissimo,
style of the Unit song. Performance To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. To choose what to perform and create a program. To communicate the meaning of enothers in page of the Unit song. Use additionate and rhythms in the audiency, 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 another.				articulate them.		rhythms that work		mezzo piano,
song. Performance To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. To choose what to perform and create a program. To communicate the meaning of another.						musically with the		mezzo forte and
Performance To play and rhythms to perform with accuracy, fluency, control and expression periods be audience when audience when performing and how to create a specific effect. To choose what to perform and creating perform and create a program. To communicate the meaning of another.						style of the Unit		fortissimo.
To play and perform with progressi accuracy, fluency, control and expression periods be audience when performing and how to create a specific effect. To choose what to perform and create a program. To communicate the meaning of another.						song.	•	Use additional
perform with accuracy, fluency, control and expression periods by solo and audience when performing and how to create a specific effect. To choaller to play for periods by solo and audience when performing and how to create a group. To choose when periods by solo and audience when performing and how to create a group. To choose when periods by solo and audience when performing and others in how to create a group. To challer to play for periods by solo and audience when performing and others in how to create a group. To challer to play for periods by solo and audience when performing and others in how to create a group. To challer to play for periods by solo and audience when periods by solo and audience w					Perforr	<u>nance</u>		notes and
accuracy, fluency, control and expression periods by solo and audience when performing and how to create a specific effect. To challer to play for periods by solo and it audience when performing and how to create a group. To choose what to perform and creating perform and create a program. To communicate the meaning of another.					•	To play and		rhythms to show
control and to play for expression periods b To think about the audience when response performing and others in how to create a group. Specific effect. Think about to perform and rather the create a program. lots of no played or the meaning of another.						perform with		progression.
expression periods b 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 periods b						accuracy, fluency,	•	To challenge self
■ To think about the audience when performing and how to create a specific effect. ■ Think about the solo and in the performing and how to create a specific effect. ■ Think about the perform and create a program. In the program of the meaning of another.						control and		to play for longer
audience when performing and how to create a group. To choose what to perform and create a program. To communicate the meaning of another.						expression		periods both as
performing and how to create a group. specific effect. To choose what to perform and create a program. To communicate the meaning of another.					•	To think about the		solo and in
how to create a specific effect. To choose what to perform and rather the create a program. To communicate played or the meaning of another.						audience when		response to
specific effect. Think about creating program and rather that create a program. To communicate played or the meaning of another.						performing and		others in a
specific effect. To choose what to perform and rather the create a program. To communicate played or the meaning of another.						how to create a		group.
perform and rather that create a program. lots of no To communicate played or the meaning of another.						specific effect.	•	Think about
create a program. lots of no To communicate played or the meaning of another.					-	To choose what to		creating phrases
create a program. lots of no To communicate played or the meaning of another.						perform and		rather than just
■ To communicate played or the meaning of another.						create a program.		lots of notes
the meaning of another.								played one after
the words and To include						_	-	To include rests
								or silent beats
them. Composition						="	Compo	





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





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





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