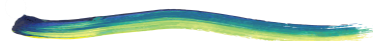
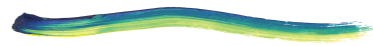


Music: Knowledge, skills and expectations overview linked to Charanga

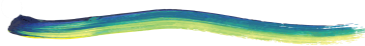
Year Group	Musical Activity	Knowledge and Skills
EYFS	Listen and Respond	<p>In each step there is option to listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement.</p> <p>30 - 60 months: 1. Imitates movement in response to music. 2. Creates movement in response to music. ELG: They represent their own ideas, thoughts and feelings through (design and technology, art,) music, (dance, role play and stories).</p>
	Explore and Create	<p>Children will internalise the song with some warm-up games using the interrelated dimensions of music, beginning with:</p> <p>Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops. Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same. Pitch is high and low sounds.</p> <p>If we sing a song we need all three - the pulse keeps the steady beat, the words of the song are rhythmic but we need high and low sounds (pitch) to sing them otherwise we would be speaking or rapping them. Build in introductions of the other dimensions as appropriate. Classroom instruments are incorporated into the games as the Units progress.</p> <p>30 - 60 months: 1. Beginning to move rhythmically. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. 2. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. 40 - 60 months: 1. Explores the different sounds of instruments. ELG: 1. Children sing songs, make music (and dance), and experiment with ways of changing them. 2. They represent their own ideas, thoughts and feelings through (design and technology, art,) music, (dance, role play and stories).</p>
	Singing	<p>In each Unit of Work the children will have four nursery rhymes and two action songs to learn in different ways; to listen to, sing along with the songs and to learn to sing with just the backing track. As the year progresses, there will be option to use classroom instruments along with the correct note/s to use.</p> <p>30 - 60 months: 1. Sings a few familiar songs. 2. Sings to self and makes up simple songs. 40 - 60 months: 1. Begins to build a repertoire of songs. ELG: 1. Children sing songs, make music (and dance), and experiment with ways of changing them.</p>
	Share and Perform	<p>Anything that has taken place within your lesson. Use as an assessment tool.</p>



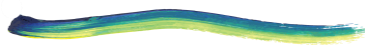
Year Group	Musical Activity	Knowledge	Skills	Expectations
Year 1	Listen and Appraise	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. N.C: <i>To listen with concentration and understanding to a range of high-quality live and recorded music.</i>	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<p>All children:</p> <ul style="list-style-type: none"> To find and move to the pulse as they are listening to music and understand that it is the heartbeat of the music. Recognise and name two instruments they hear. Copy back and create rhythms from words, our names, favourite food, colours and animals. Rap or sing in time to the music. Play accurately and in time as part of the performance, playing the C, D and F notes. Improvise in a lesson and part of the performance using the C and D notes. Compose and perform a simple melody using simple rhythms, and use as part of the performance, using C and D notes. <p>Some children will be working at greater depth:</p> <ul style="list-style-type: none"> To find the pulse to any other songs. Recognise and name more than two instruments they hear. To create their own rhythms. To use notes C, D and E. <p>Music passport:</p> <ul style="list-style-type: none"> I have learnt about lots of styles of music. I can find the pulse of all the songs listed above. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music. I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games. I can sing all the songs we have learnt. I can play the glockenspiel along to all the songs we sang this year. I played the easy/ medium / both the easy and medium parts. I can improvise with the songs we sang this year. I used one / two notes.
	Games	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Have Fun Finding The Pulse! Rhythm Copy Back Rhythm Copy Back, Your Pitch Copy Back and Vocal Warm-up 1 Pitch Copy Back and Vocal Warm-up 2	
	Singing	To confidently sing or rap five songs from memory and sing them in unison. N.C: <i>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	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. Learn to start and stop singing when following a leader.	
	Playing	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. N.C: <i>To play tuned and untuned instruments musically.</i>	Treat instruments carefully and with respect. 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 (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	
	Improvisation	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! N.C: <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise Sing, Play and Improvise Improvise!	
	Composition	Composing is like writing a story with music. Everyone can compose. N.C: <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	
	Performance	A performance is sharing music with other people, called an audience.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.	



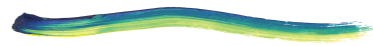
Year Group	Musical Activity	Knowledge	Skills	Expectations
Year 2	Listen and Appraise	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. N.C: <i>To listen with concentration and understanding to a range of high-quality live and recorded music.</i>	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.	<ul style="list-style-type: none"> I composed a simple melody with some of the songs we sang this year. <p>All children:</p> <ul style="list-style-type: none"> Recognise and name two instruments they hear. To know that music has a steady pulse. To find the pulse as they are listening to the main Unit song and move to it. To know rhythm is different to pulse. To create rhythms from words, our names, favourite food, colours and animals. Rap or sing in time to the music. To know that we add high and low sounds, pitch, when we sing and play our instruments. Play accurately and in time as part of the performance, playing the C, D, E, G, A and B notes. Improvise in a lesson and part of the performance using the C, D and F notes. Compose and perform a simple melody using simple rhythms, and use as part of the performance, using C, D E, F, G and A notes. <p>Some children will be working at greater depth:</p> <ul style="list-style-type: none"> To find the pulse in other songs. To recognise all or many of the instruments they can hear. To create simple rhythms themselves. To use notes C, D, E, F, G, A and B. <p>Music passport:</p> <ul style="list-style-type: none"> I have learnt about lots of styles of music. I can find the pulse of all the songs listed above. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music. I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games. I can sing all the songs we have learnt. I can play the glockenspiel along to all the songs we sang this year. I played the easy/ medium / both the easy and medium parts. I can improvise with the songs we sang this year.
	Games	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Have Fun Finding the Pulse! Rhythm Copy Back Rhythm Copy Back, Your Turn Pitch Copy Back and Vocal Warm-up 1 Pitch Copy Back and Vocal Warm-up 2	
	Singing	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. N.C: <i>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader	
	Playing	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. N.C: <i>To play tuned and untuned instruments musically.</i>	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. Listen to and follow musical instructions from a leader	
	Improvisation	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. N.C: <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise Sing, Play and Improvise Improvise!	
	Composition	Composing is like writing a story with music. Everyone can compose. N.C: <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Help 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	
	Performance	A performance is sharing music with an audience.	Choose a song they have learnt from the Scheme and	



Year Group	Musical Activity	Knowledge	Skills	Expectations
		A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	<ul style="list-style-type: none"> I used one / two notes. I composed a simple melody with some of the songs we sang this year.
Year 3	Listen and Appraise	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.). Name some of the instruments they heard in the song. <p>N.C: <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>To develop an understanding of the history of music.</i></p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>All children:</p> <ul style="list-style-type: none"> To know and identify the difference between pulse and rhythm. To identify a piece of music's structure and the voices and instruments used in it. To copy back, play and invent rhythmic and melodic patterns. To sing their part in the songs accurately. Play accurately and in time as part of the performance, playing the C, F, G and A notes. Improvise in a lesson and part of the performance using the C, D, A and B notes. Compose and perform a simple melody using simple rhythms, and use as part of the performance, using C, D E, F, G and A notes. <p>Some children will be working at greater depth:</p> <ul style="list-style-type: none"> To know how pulse, rhythm and pitch work together to create a song. To identify funky rhythms, tempo changes, dynamics. To use notes C, D, E, F, G, A and B. <p>Music passport:</p> <ul style="list-style-type: none"> I know and can sing or rap my songs by heart. I can recognise the musical styles of songs. I have also listened to some Classical music. I learnt some more tunes on the glockenspiel. I can play the glockenspiel along to all the songs we sang this year. I played the easy/ medium/ both the easy and medium parts. I learnt to read some music in Glockenspiel Stage 1. I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them. I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games. I can improvise with the songs we sang this year.
	Games	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.</p>	<p>Using the Warm up Games tracks provided, complete the Bronze Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>Find the Pulse</p> <p>Rhythm Copy Back</p> <p>Pitch Copy Back Using 2 Notes a Pitch Copy Back and Vocal Warm-ups</p>	
	Singing	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	
	Playing	<p>To know and be able to talk about the instruments used in class e.g. glockenspiel and untuned instruments.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</i></p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of 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.</p> <p>To rehearse and perform their part within the context</p>	

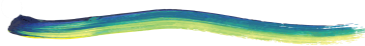


		<p><i>control and expression.</i> <i>To use and understand staff and other musical notations.</i></p>	<p>of the Unit song. To listen to and follow musical instructions from a leader.</p>	<ul style="list-style-type: none"> I composed a simple melody with some of the songs we sang this year.
Improvisation	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze Challenges: Copy Back Play and Improvise Improvise!</p>		
Composition	<p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>		
Performance	<p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>To listen with attention to detail and recall sounds</i></p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>		

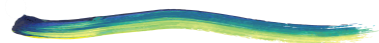


with increasing aural memory.

Year Group	Musical Activity	Knowledge	Skills	Expectations
Year 4	Listen and Appraise	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.</p> <p>N.C: <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>To develop an understanding of the history of music.</i></p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>All children:</p> <ul style="list-style-type: none"> To know and identify the difference between pulse and rhythm and keep an internal pulse. To identify a piece of music's structure and the voices and instruments used in it. To copy back, play and invent rhythmic and melodic patterns. To sing their part in the songs accurately. Play accurately and in time as part of the performance, playing and identifying by ear the following notes: C, F and G. Improvise in a lesson and part of the performance using the C, D, F, G and A notes. Compose and perform a simple melody using simple rhythms, and use as part of the performance, using C, D E, F, G, A and B notes. <p>Some children will be working at greater depth:</p> <ul style="list-style-type: none"> To identify changes in tempo, dynamics and texture. To start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. To use the pentatonic scale. <p>Music passport:</p> <ul style="list-style-type: none"> I can sing or rap my songs by heart. I can name some of the style indicators of these songs. I also listened to some Classical music. I learnt some more tunes on the glockenspiel. I can play the glockenspiel along to all the songs we sang this year. I played the easy/ medium/ both the easy and medium parts. I learnt to read some music in Glockenspiel Stage 2. I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them.
	Games	<p>Know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse - the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Using the Warm up Games tracks provided, complete the Bronze/Silver Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>Find the Pulse Rhythm Copy Back Pitch Copy Back Using 2 Notes a Pitch Copy Back and Vocal Warm-ups</p>	
	Singing	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p> <p>To know why you must warm up your voice.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical</i></p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To re-join the song if lost.</p> <p>To listen to the group when singing.</p>	



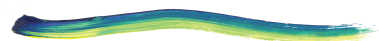
		<i>instruments with increasing accuracy, fluency, control and expression.</i>		<ul style="list-style-type: none"> • I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games. • I can improvise with the songs we sang this year. • I composed a simple melody with some of the songs we sang this year.
Playing	<p>To know and be able to talk about: The instruments used in class (a glockenspiel or untuned instruments). Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>To use and understand staff and other musical notations.</i></p>	<p>To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p>		
Improvisation	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze/Silver Challenges: Copy Back Play and Improvise Improvise!</p>		
Composition	<p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>		
Performance	<p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other</p>	<p>To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them.</p>		



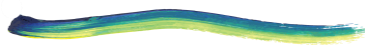
You need to know and have planned everything that will be performed
You must sing or rap the words clearly and play with confidence
A performance can be a special occasion and involve an audience including of people you don't know
It is planned and different for each occasion
It involves communicating feelings, thoughts and ideas about the song/music.

N.C: *To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.*
To listen with attention to detail and recall sounds with increasing aural memory.

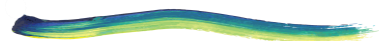
To talk about the best place to be when performing and how to stand or sit.
To record the performance and say how they were feeling, what they were pleased with what they would change and why.



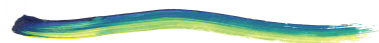
Year Group	Musical Activity	Knowledge	Skills	Expectations
Year 5	Listen and Appraise	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time?</p> <p>N.C: <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.</i></p>	<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>All children:</p> <ul style="list-style-type: none"> To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. To identify a piece of music's structure and the voices and instruments used in it. To sing their part in the songs accurately. Play accurately and in time as part of the performance, playing and identifying by ear the following notes: C, D, E, G, A and B. Improvise in a lesson and part of the performance using the C, D, E, F, G, A and B notes. Compose and perform a simple melody using simple rhythms, and use as part of the performance, using C, D E, F, G, A and B notes. <p>Some children will be working at greater depth:</p> <ul style="list-style-type: none"> To identify changes in tempo, dynamics and texture. To take on musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. To use the pentatonic scale. <p>Music passport:</p> <ul style="list-style-type: none"> I can sing or rap my songs by heart. I can talk about: <ul style="list-style-type: none"> The style indicators of some of these songs The structure of some of the songs How some of the dimensions of the music fits together in some of the songs. The historical context of some of the songs. I have focussed on Classical music in class and its history. I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.
	Games	<p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Using the Warm up Games tracks provided, complete the Silver or Gold Challenges. Children will complete the following in relation to the main song, using three notes: Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes.</p>	



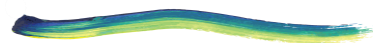
	<p>Singing</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	<p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when 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 being 'in tune'.</p>	<ul style="list-style-type: none"> • Classroom Jazz 1 - I have played these melodies by ear and improvised. • I can play the glockenspiel along to all the songs we sang this year. • I played the easy/ medium/ both the easy and medium parts. • I used notated music. • I can improvise with the songs we sang this year. • I composed a simple melody with some of the songs we sang this year.
	<p>Playing</p>	<p>To know and be able to talk about: Different ways of writing music down - e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>To use and understand staff and other musical notations.</i></p>	<p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p>	
	<p>Improvisation</p>	<p>To know and be able to talk about improvisation. Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians.</p> <p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Silver or Gold Challenges: Copy Back Play and Improvise Improvise!</p> <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>	



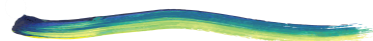
		<p><i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>		
	<p>Composition</p>	<p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol. N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the 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).</p>	
	<p>Performance</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music. N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To 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...?"</p>	



Year Group	Musical Activity	Knowledge	Skills	Expectations
Year 6	Listen and Appraise	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) 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) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity. <p>N.C: <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>To develop an understanding of the history of music.</i></p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music</p>	<p>All children:</p> <ul style="list-style-type: none"> • To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. • To describe the style indicators of the song/music. • To identify a piece of music's structure and the voices and instruments used in it. • To sing their part in the songs accurately. • Play accurately and in time as part of the performance, playing and identifying by ear and notation the following notes: C, D, E, F, G, A, B and C. • Improvise in a lesson and part of the performance using the C, D, E, F, G, A, B and C notes. • Compose and perform a simple melody using simple rhythms, and use as part of the performance, using C, D, E, F, G, A and B notes. <p>Some children will be working at greater depth:</p> <ul style="list-style-type: none"> • To take on musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. • To identify and use notes and notation: C, D, E, F, G, A, B and C. <p>Music passport:</p> <ul style="list-style-type: none"> • I can sing or rap my songs by heart. • I can talk about: <ul style="list-style-type: none"> The style indicators of some of these songs The structure of some of the songs How some of the dimensions of the music fits together in some of the songs. The historical context of some of the songs. • I can talk about my musical and cultural identity. • I have written a piece of music with my
	Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p>Using the Warm up Games tracks provided, complete the Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p>Find the pulse</p> <p>Lead the class by inventing rhythms for others to copy back</p> <p>Copy back two-note riffs by ear and with notation</p> <p>Question and answer using two different notes.</p>	



	<p>Singing</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>friends about this.</p> <ul style="list-style-type: none"> • I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music. • Classroom Jazz 1 - I have played these melodies by ear and improvised. • I can play the glockenspiel along to all the songs we sang this year. • I played the easy/ medium/ both the easy and medium parts. • I used notated music. I can improvise with the songs we sang this year. • I composed a simple melody with some of the songs we sang this year.
	<p>Playing</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down - e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends. <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>To use and understand staff and other musical notations.</i></p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	
	<p>Improvisation</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians. 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Gold Challenges:</p> <p>Copy Back Play and Improvise Improvise!</p> <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>	



		<p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>		
	<p>Composition</p>	<p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol.</p> <p>N.C: <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	
	<p>Performance</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with an audience with belief</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music.</p> <p>N.C: <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>	