

High View Primary Learning Centre

Music Curriculum

Overview of Topics

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Exploring sounds Voice sounds, body sounds, environmental sounds and instrumental sounds.	Me! Growing, homes, colour, toys, how I look.	Hey You How pulse, rhythm and pitch work together.	Hands, Feet, Heart South African music	Let Your Spirit Fly RnB and other styles	Mamma Mia ABBA's music	Livin' On a Prayer Rock Anthems	Happy Being happy!
Autumn 2	Celebration Music Diwali music ,tradition Christmas music and songs. Learn Christmas action songs	My Stories Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Rhythm In The Way We Walk and The Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing.	Ho, Ho, Ho Festivals and Christmas	Glockenspiel Stage 1 Exploring & developing playing skills	Glockenspiel 2 Exploring and developing playing skills using the glockenspiel	Classroom Jazz 1 Jazz and Improvisation	Classroom Jazz 2 Jazz, improvisation and composition
Spring 1	Toys Join in with songs and dances of traditional ring games. Focus songs like jack in a box ...Singing high and low songs reinforced with hand movements	Everyone! Family, friends, people, music from around the world.	In the Groove How to be in the groove with different styles of music.	I Wanna Play in a Band Playing together in a band	Three Little Birds Reggae and animals	Stop! Writing lyrics linked to a theme	Make You Feel My Love Pop Ballads	A New Year Carol Benjamin Britten's music and cover versions
Spring 2	Growth Changing sounds..... learn about how music changes in tempo – fast/slow loud /quiet	Our World Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Round and Round Pulse, rhythm and pitch in different styles of music.	Zootime Reggae and animals	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	Lean On Me Soul/Gospel music and helping one another	The Fresh Prince of Bel-Air Old School Hip-Hop	You've Got A Friend The music of Carole King
Summer 1	Pass the beat. Through songs and music games children develop an understanding of the steady pulse.	Big Bear Funk Transition unit.	Your Imagination Using your imagination.	Friendship Song A song about being friends	Bringing Us Together Disco, friendship, hope and unity	Blackbird The Beatles, equality and civil rights	Dancing in the Street Motown	Music and Me Create your own music inspired by your identity and women in the music industry
Summer 2	Sound stories By using instruments and vocal sounds to create or enhance a story.	Reflect, Rewind & Replay Consolidate learning and contextualise the history of music.	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music.	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music

	EYFS	Key Stage 1	Key Stage 2
National Curriculum Objectives	ELG: Being Imaginative and Expressive <ul style="list-style-type: none">● 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	Pupils should be taught to: <ul style="list-style-type: none">● use their voices expressively and creatively by singing songs and speaking chants and rhymes● play tuned and untuned 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.	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: <ul style="list-style-type: none">● 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.

Vocabulary							
Introduction of Interrelated Dimensions of music terminology is denoted in bold , continued teaching around Interrelated Dimensions of Music terminology is underlined.	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genres	Nursery rhymes	Old school hip hop Reggae, classical, bossa nova pop, blues, baroque, latin, bangra, folk, irish, funk, big band, jazz, show tunes, western, classical	South African Music, pop, funk, big band/jazz, rock, reggae, show tunes, western, classical	R&B, soul,film, musicals, motown, reggae,music from around the world, disco, western, classical	Pop, grime, hip-hop, bhangra, classical, tango, soul, gospel, rock,western, classical	Rock, Bossa Nova and Swing, Pop Ballads, Old school hip hop, Motown, Classical	Pop/Neo Soul, Bacharach and Blues, Classical or Urban Gospel, 70s Ballad/Pop, Classical style indicators
Pulse	beat, start, stop	beat, start, stop pulse	beat, start, stop <u>pulse</u>	beat, start, stop <u>pulse</u>	beat, start, stop <u>pulse</u>	beat, start, stop <u>pulse</u>	beat, start, stop <u>pulse</u> Dimensions of music
Rhythm	long, short (note)	Long/longer, short/shorter (note) Rhythm	Long/longer, short/shorter (note), sustained <u>Rhythm</u>	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u>	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> rhythm patterns, backbeat	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> rhythm patterns, backbeat syncopation	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> rhythm patterns, backbeat syncopation, lick
Pitch	high, low, going up, going down, music	Pitch , getting higher, getting lower, steps, jumps, melody,	high, low, going up, going down, music <u>Pitch</u> , getting higher, getting lower, melody, steps, jumps, slides	high, low, going up, going down, music <u>Pitch</u> , getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale	high, low, going up, going down, music <u>Pitch</u> , getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern.	high, low, going up, going down, music <u>Pitch</u> , getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern. harmony	high, low, going up, going down, music <u>Pitch</u> , getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern. harmony
Dynamics	loud, quiet, volume	loud, quiet, volume	loud, quiet, volume	loud, quiet, volume	loud, quiet, volume	Loud – forte, Quiet - piano,	Loud – forte, Quiet - piano,

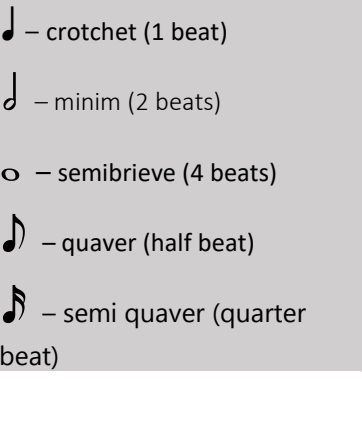
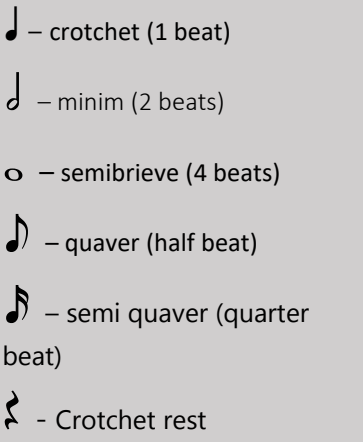
		(getting) louder (getting) quieter	(getting) louder (getting) quieter dynamics	getting louder - crescendo getting quieter - diminuendo <u>dynamics</u>	getting louder - crescendo getting quieter - diminuendo <u>dynamics</u>	volume getting louder - crescendo getting quieter - diminuendo <u>dynamics</u>	volume getting louder - crescendo getting quieter - diminuendo <u>dynamics</u>
Tempo	fast, slow	fast, (getting faster, slow, (getting slower)	fast, (getting faster, slow, (getting slower) tempo	fast, (getting faster, slow, (getting slower) <u>tempo</u>	fast, (getting faster, slow, (getting slower) <u>tempo</u>	fast, (getting faster, slow, (getting slower) <u>tempo</u> different speeds	fast, (getting faster, slow, (getting slower) <u>tempo</u> different speeds
Timbre	words relating to sound production: hitting, shaking, scraping , happy, sad	descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth	descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm	words relating to sound production: hitting, shaking, scraping , happy, sad descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm	words relating to sound production: hitting, shaking, scraping , happy, sad descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm	words relating to sound production: hitting, shaking, scraping , happy, sad, attack accent descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm timbre	words relating to sound production: hitting, shaking, scraping , happy, sad,attack accent descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm <u>timbre</u>
Structure	beginning, end	beginning, end, middle, chorus	beginning, end, middle, chorus, verse, phrase, Question and answer	beginning, end, middle, chorus, verse, phrase, Question and answer Structure intro-introduction, chorus, hook, riff	beginning, end, middle, chorus, verse, phrase, Question and answer <u>Structure</u> intro-introduction, chorus, hook, riff,ballad	beginning, end, middle, chorus, verse, phrase, Question and answer <u>Structure</u> intro-introduction, chorus, hook, riff,ballad bridge, bass line, verse, interlude, tag ending	beginning, end, middle, chorus, verse, phrase, Question and answer <u>Structure</u> intro-introduction, chorus, hook, riff,ballad bridge, bass line, verse, interlude, tag ending phrases, ostinato
Texture		layers, solo, few, many	layers, solo, duet, few, many	layers, solo, duet, few, many texture	layers, solo, duet, few, many, unison, combined <u>texture</u>	layers, solo, duet, few, many, unison, combined, ensemble <u>texture</u>	layers, solo, duet, few, many, unison, combined, ensemble <u>texture</u>
Notation			symbol	symbol	symbol, Notation ♩ – crotchet ♪ – minim ⓘ – semibrieve	symbol, <u>Notation</u> , Note values, note names ♩ – crotchet (1 beat) ♪ – minim (2 beats) ⓘ – semibrieve (4 beats) ♫ – quaver (half beat) ♪ – semi quaver (quarter beat)	symbol, <u>Notation</u> , Note values, note names ♩ – crotchet (1 beat) ♪ – minim (2 beats) ⓘ – semibrieve (4 beats) ♫ – quaver (half beat) ♪ – semi quaver (quarter beat) Dotted notes (half the note value is added) 🎵 Crotchet rest

Instrumentation	instrument, sound, voice, sing, speak	instrument, sound, voice, sing, speak Guitar,bass drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles choir, vocals, synthesizer, organ, backing vocals	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section amplifier, strings, deck, backing loops	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section amplifier, strings, deck, backing loops
Process	create, rhyme	create, rhyme improvise, compose, perform, audience, imagination	create, rhyme improvise, compose, perform, audience, imagination, perform/performance,	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear cover, appraising	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear cover, appraising, producer
Contexts (Unit specific Y4 – Blackbird, Y6 – Music and Me)					birdsong, civil rights, racism, equality.		gender equality,

<div>Listen and Appraise - Learning</div>	<div>Listen and respond</div>	<div>● To know twenty nursery rhymes off by heart. (Pat-a-cake●1, 2, 3, 4, 5, Once I Caught A Fish Alive ●This Old Man● Five Little Ducks● I’m A Little Teapot● The Grand Old Duke Of York● Ring O’ Roses● Hickory Dickory Dock● Wind The Bobbin Up● Rock-a-bye Baby● Five Little Monkeys Jumping On The Bed● Twinkle Twinkle● If You're Happy And You Know It● Head, Shoulders, Knees And Toes● Old Macdonald● Incy Wincy Spider● Baa Baa Black Sheep● Row, Row, Row Your Boat● The Wheels On The Bus● The Hokey Cokey) ● To know the stories of some of the nursery rhymes. (pat-a-cake, Hickory Dickory Dock, Incy Wincy Spider, Baa Baa Black sheep)</div>	<div>●To know 5 songs off by heart. (Hey you, Rhythm in the Way we walk OR Banana Rap, In the groove, Round and Round, Your imagination) ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. (bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones)</div>	<div>● To know five songs off by heart. (Hands,Feet,Heart, Ho Ho Ho, I wanna play in a band, Zootime, Friendship Song) ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style.</div>	<div>● To know four songs from memory and who sang them or wrote them. (Let Your Spirit Fly – <u>R&B</u>, Three Little Birds – <u>Reggae</u>, The dragon Song – <u>funk/world music</u>, Bringing us together - <u>disco</u>) ● To know the <u>style</u> of the five songs. ● To choose one song (Three Little Birds) and be able to talk about: ○ 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</div>	<div>●To know four songs from memory and who sang them or wrote them. (Mamma Mia - <u>pop</u>, Stop! - <u>grime</u>, Lean on Me – <u>R&B/soul</u>, Blackbird - <u>pop</u>) ●To know the <u>style</u> of the five songs. ●To choose one song (blackbird) 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. (Keyboard, electric guitar, bass, drums, backing vocal, piano, organ, acoustic guitar, percussion, digital/electronic sounds, turntables, synthesizers)</div>	<div>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? (Livin’ on a prayer - <u>Rock</u>, Three Note Bossa - <u>Jazz</u>, Make you Feel My Love – <u>Pop</u> <u>Ballad</u>, The Fresh Prince of Bel Air – <u>Hip Hop</u>, Dancing in the Street - <u>Motown</u>) ● To know the <u>style</u> of the five songs and to name other (listed below) songs from the Units in those styles. <u>Rock</u> ○ We Will Rock You, Johnny B. Goode <u>Jazz</u> ○ Cotton tail, Five note swing <u>Pop</u> <u>Ballad</u> ○ Hello, The Way You Look Tonight <u>Hip Hop</u> ○ Rapper’s Delight, U can’t touch this <u>Motown</u> ○ I Can’t Help Myself (Sugar, Pie, Honeybunch), Ain’t no mountain high enough ● To choose two or three other songs (from list above) 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</div>	<div>● To know five songs from memory, who sang or wrote them, when they were written and why? (Happy-<u>Pop/Motown</u>, Bacharach Anorak - <u>Jazz</u>, Meet the Blues - <u>Blues</u>, A New Year Carol – <u>Western Classical</u>, You’ve got a friend- folk/pop) ● To know the style of the songs and to name other songs from the Units in those styles. <u>Pop/Motown</u> ○ Love will save the day (pop), reference to prior motown songs Ain’t no mountain high enough (Y5) <u>Jazz</u> ○Taking the A train, When you’re smiling (covered in an earlier unit) <u>Blues</u> ○ One O’clock Jump, Back o’town blues <u>Western Classical</u> ○ I Mun be Married on Sunday, Fishing Song <u>Folk/pop</u> ○ The Loco-Motion, (You Make Me Feel Like) A Natural Woman ● To choose three or four other songs and be able to talk about: ○ 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</div>
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							o The historical context of the songs. What else was going on at this time?	o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity
<div>Listen and Appraise – Skills</div>	<div>Listen and respond</div>	<div>●To learn that music can touch your feelings (make you feel happy or sad). ●To enjoy moving to music by dancing, marching, being animals or Pop stars.</div>	<div>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</div>	<div>● 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.</div>	<div>● To confidently identify and move to the pulse. ● To think about what the words of a song mean. (Let Your Spirit Fly, Three Little Birds, The dragon Song, Bringing us together) ● 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.</div>	<div>● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When talking about music use musical words (pulse, rhythm, pitch, dynamics, tempo, texture, structure)</div>	<div>● To identify and move to the pulse with ease. ● To think about the message of the five main songs. (Livin’ on a prayer, Three Note Bossa ₂ Make you Feel My Love, The Fresh Prince of Bel Air, Dancing in the Street) ● To compare two songs in the same style talking about what stands out musically in each of them, their similarities and differences. <u>Rock</u> Livin on a prayer vs Jonny B Goode <u>Jazz</u> Three note Bossa vs Cotton Tail <u>Pop Ballad</u> Make You Feel My Love vs The Way You Look Tonight <u>Hip Hop</u> The Fresh Prince of Bel Air vs Rapper’s Delight <u>Motown</u> Dancing in The Street vs I can’t help myself (Sugar, Pie, Honeybunch) ● Listen carefully and respectfully to other people’s thoughts about the music. ● When talking use musical words. ● To talk about the musical dimensions working together in the Unit songs. (pulse, rhythm, pitch, dynamics, tempo, structure, texture) ● Talk about the music and how it makes you feel.</div> <div>NOTE: Whilst objectives within these year groups are similar, the genre’s and music for Year 6 are more complex. Within the Year 6 tracks children will encounter songs that have changing tempos (fishing song) or will cover a unit of songs that are of the same theme (Happy unit) rather than the same genre. Thus requiring them to make further links back to their prior knowledge to be able to categorise songs based on their stylistic features.</div>	<div>● To identify and move to the pulse with ease. ● To think about the message of songs.(Happy, A New Year Carol, You’ve Got a Friend, Something Helpful) ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. <u>Pop/Motown</u> Happy vs Ain’t no mountain high enough <u>Jazz</u> Bacharach Anorak vs Taking the A train <u>Blues</u> Meet the Blues vs One o’clock Jump Back <u>Western Classical</u> A New Years Carol vs I Mun Be Married on Monday <u>Folk/Pop</u> You’ve Got a friend vs The Loco-Motion ● Listen carefully and respectfully to other people’s thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. (pulse, rhythm, pitch, dynamics, tempo, structure, texture, timbre) ● Talk about the music and how it makes you feel, using musical language to describe the music.</div>

<div>Games – Learning</div>	<div>Explore and create (games link)</div>	<div><ul style="list-style-type: none">● To know that we can move with the pulse of the music.● To know that the words of songs can tell stories and paint pictures. (pat-a-cake, Hickory Dickory Dock, Incy Wincy Spider, Baa Baa Black sheep)</div>	<div><ul style="list-style-type: none">● 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.</div>	<div><ul style="list-style-type: none">● To know that music has a steady pulse, like a heartbeat.● To know that we can create rhythms from words, our names, favourite item of 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.</div>	<div><ul style="list-style-type: none">● Know how to find and demonstrate the pulse.● Know the difference between pulse and rhythm.● Know how pulse, rhythm and pitch work together to create a song.● Know that every piece of music has a pulse/steady beat.● Know the difference between a musical question and an answer (Question - a phrase that feels unfinished an inconclusive ending. Answer – a phrase that responds providing a conclusive ending “are you listening” “yes I am”.)</div>	<div>Know and be able to talk about:<ul style="list-style-type: none">● How pulse, rhythm and pitch work together● Pulse: Finding the pulse – the heartbeat of the music● Rhythm: the long and short patterns over the pulse● Know the difference between pulse and rhythm● Pitch: High and low sounds that create melodies● How to keep the internal pulse● Musical Leadership: creating musical ideas for the group to copy or respond to</div>	<div>Know and be able to talk about:<ul style="list-style-type: none">● 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 (using different rhythms and dynamics)for the group to copy or respond to</div>	<div>Know and be able to talk about:<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</div>
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Games – Skills	Explore and create (games link)	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p> <ul style="list-style-type: none">●Find the pulse by copying a character in a nursery rhyme,●Imagining a similar character or object and finding different ways to keep the pulse.● Copy basic rhythm patterns of single words, building to short phrases from the song/s.● Explore high and low using voices and sounds of characters in the songs.	<p>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:</p> <ul style="list-style-type: none">● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Using the rhythm grid and blobs to demarcate how many claps per beat.● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.	<p>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:</p> <ul style="list-style-type: none">● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with two and three syllables whilst marching the steady beat.● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Using the rhythm grid and blobs to demarcate how many claps per beat.● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: (notes differ depending on unit)</p> <ul style="list-style-type: none">●Find the Pulse●Rhythm Copy Back:<ul style="list-style-type: none">○ Bronze: Clap and say back rhythms○ Silver: Create your own simple Rhythm patterns○ Gold: Lead the class using their own simple rhythms <p>Using the rhythm grid and agreed symbols eg -triangle = 1 clap(crotchet beat)</p> <ul style="list-style-type: none">●Pitch Copy Back Using 2 Notes<ul style="list-style-type: none">○ Bronze: Copy back – ‘Listen and sing back’ (no notation)○ Silver: Copy back with instruments, without then with notation○ Gold: Copy back with instruments, without and then with notation● Pitch Copy Back and Vocal Warm-ups	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: (notes differ depending on unit)</p> <ul style="list-style-type: none">●Find the Pulse●Rhythm Copy Back:<ul style="list-style-type: none">○ Bronze: Clap and say back rhythms○ Silver: Create your own simple Rhythm patterns○ Gold: L lead the class using their own simple rhythms <p>Using the rhythm grid and more agreed symbols eg -triangle = 1 clap(crotchet beat)to create more complex rhythms eg cross = 4 claps(semiquaver beat)</p> <ul style="list-style-type: none">●Pitch Copy Back Using 2 Notes<ul style="list-style-type: none">○ Bronze: Copy back – ‘Listen and sing back’ (no notation)○ Silver: Copy back with instruments, without then with notation○ Gold: Copy back with instruments, without and then with notation● Pitch Copy Back and Vocal Warm-ups	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none">● Bronze Challenge<ul style="list-style-type: none">○ Find the pulse○ Copy back rhythms based on the words of the main song, that Include syncopation/ off beat○ Copy back one-note riffs using simple and syncopated rhythm patterns● Silver Challenge<ul style="list-style-type: none">○ 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● Gold Challenge<ul style="list-style-type: none">○ Find the pulse○ Lead the class by inventing rhythms for them to copy back○ Copy back three-note riffs by ear and with notation <p>Using the rhythm grid and notation symbols:</p> <div></div> <ul style="list-style-type: none">○ Question and answer using three different notes	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none">● Bronze Challenge<ul style="list-style-type: none">○ Find the pulse○ Copy back rhythms based on the words of the main song, that Include syncopation/ off beat○ Copy back one-note riffs using simple and syncopated rhythm patterns● Silver Challenge<ul style="list-style-type: none">○ 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● Gold Challenge<ul style="list-style-type: none">○ Find the pulse○ Lead the class by inventing rhythms for them to copy back○ Copy back three-note riffs by ear and with notation <p>Using the rhythm grid and notation symbols:</p> <div></div> <ul style="list-style-type: none">○ Question and answer using three different notes
		<ul style="list-style-type: none">● To sing or rap nursery rhymes (from the 20 learned) and simple songs (classroom songs used in other areas of teaching) from memory.● Songs have sections.	<ul style="list-style-type: none">●To confidently sing or rap five songs (Hey you, Rhythm in the Way we walk OR Banana Rap, In the groove, Round and Round, Your imagination) from memory and sing them in unison.	<ul style="list-style-type: none">● To confidently know and sing five songs from memory. (Hands,Feet,Heart, Ho Ho Ho, I wanna play in a band, Zootime, Friendship Song)● To know that unison is everyone singing at the same time.	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● Singing in a group can be called a choir● Leader or conductor: A person who the choir or group follow● Songs can make you feel different things e.g. happy, energetic or sad	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● Singing in a group can be called a choir● Leader or conductor: A person who the choir or group follow● Songs can make you feel different things e.g. happy, energetic or sad	<ul style="list-style-type: none">● To know and confidently sing four songs (Livin’ on a prayer, Three Note Bossa, Make you Feel My Love, The Fresh Prince of Bel Air, Dancing in the Street) and their parts from memory, and to sing them with a strong internal pulse.● To choose a song and be able to talk about:	<ul style="list-style-type: none">● To know and confidently sing three songs (Happy, A New Year Carol, You’ve got a friend) and their parts from memory, and to sing them with a strong internal pulse.● To know about the style of the songs so you can represent the feeling and context to your audience

			<ul style="list-style-type: none">● Songs include other ways of using the voice e.g. rapping (spoken word).● To know why we need to warm up our voices.	<ul style="list-style-type: none">● Singing as part of an ensemble or large group is fun, but that you must listen to each other● To know why you must warm up your voice	<ul style="list-style-type: none">● Singing as part of an ensemble or large group is fun, but that you must listen to each other● Texture: How a solo singer makes a thinner texture than a large group● To know why you must warm up your voice	<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	<ul style="list-style-type: none">● 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
Singing –Skills	<ul style="list-style-type: none">● To sing along with a pre-recorded song and add actions.● To sing along with the backing track.	<ul style="list-style-type: none">● Learn about voices, singing notes of different pitches (high and low).● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.● Learn to start and stop singing when following a leader.	<ul style="list-style-type: none">● Learn about voices singing notes of different pitches (high and low).● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).● Learn to find a comfortable singing position.● Learn to start and stop singing when following a leader.	<ul style="list-style-type: none">● To sing in unison and in simple two-parts.● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being ‘in tune’.● To have an awareness of the pulse internally when singing.	<ul style="list-style-type: none">● To sing in unison and in simple two-parts.● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being ‘in tune’.● To re-join the song if lost.● To listen to the group when singing.	<ul style="list-style-type: none">● 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’.	<ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To demonstrate a good singing posture.● To follow a leader when singing.● 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’.
Playing - Learning	Explore and create (playing link) <ul style="list-style-type: none">● Play instruments with increasing control to express their feelings and ideas.	<ul style="list-style-type: none">● Learn the names of the notes (C,D,E) in their instrumental part from memory or when written down.● Learn the names of the instruments they are playing.	<ul style="list-style-type: none">● Learn the names of the notes in their instrumental part (C, D, F, G) from memory or when written down.● Know the names of untuned percussion instruments (chime bars, drums, tambourines, wood blocks, cymbals, triangles) played in class.	To know and be able to talk about: <ul style="list-style-type: none">● The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: <ul style="list-style-type: none">● The instruments used in class (a glockenspiel, recorder or xylophone).● Other instruments (Keyboard, electric guitar, bass, drums, piano, organ, acoustic guitar, ukulele) they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: <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 (Keyboard, electric guitar, bass, drums, piano, organ, acoustic guitar, ukulele) they might play or be played in a band or orchestra or by their friends	To know and be able to talk about: <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 (Keyboard, electric guitar, bass, drums, piano, organ, acoustic guitar, ukulele) they might play or be played in a band or orchestra or by their friends

Playing - Skills	Explore and create (playing link)	• To begin to play a classroom instrument purposefully	• 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.	• 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.	• To treat instruments carefully and with respect. • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.	• 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.	• 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.	• 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.
			• 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! •Improvise using notes: Easy (2 notes) • C, D • D,E • Medium (-3 notes) • C,D,E • D,E,F • Hard (5 notes) • C,D,E,F,G • D,E,F,G,A• Using crotchet rhythms	• 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. •Improvise using notes: Easy (2 notes) • C, D • F,G • Medium (-3 notes) • C,D,E • F,G,A • Hard (5 notes) • C,D,E,F,G • F,G,A,C,D• Using crotchet rhythms	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 •Improvise using notes: Easy (1-2 notes) • C • C,D• G,A• Medium (2-3 notes) • C,D • G,A,B • C,A• Hard (2-5 notes) • G,A,B,D,E • C,D,E• C,A Using crotchet and quaver rhythms	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 •Improvise using notes: Easy (2 notes) • C,D • G,A• Medium (3 notes) • G,A,B • C,D,E• Hard (3-5 notes) • G,A,B,D,E • C,D,E,F,G • C,D,E Using crotchet and quaver rhythms	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 know of well-known improvising musicians (Duke Ellington, Frank Sinatra, Michael Buble) •Improvise using notes: Easy (2 notes) • G,A • D,E • Medium (2-3 notes) • G,A,B • D,E,F • F,G• Hard (3-5 notes) • G,A,B,D,E • G,A,B • G,A,B,C,D • D,E,F,G,A • F,G,A • Using minim, crotchet and quaver rhythms	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, 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 know of well-known improvising musicians (Duke Ellington, Frank Sinatra, Michael Buble) •Improvise using notes: Easy (1-3 notes) • A • C,D,E• C, Bb,G • D,E • E • Medium (2-5 notes) • A,G • C,D,E,F,G • C,Bb,G,F • D,E,F• E,G• Hard (3-8 notes) • A,G,B • C,D,E,F,G,A,B,C • C,Bb,G,F,C • D,E,F,G,A • E,G,A• Using minim, crotchet and quaver rhythms
Improvisation - Learning								

Improvisation
- Skills

Use the improvisation tracks provided. Improvise using the three challenges:
1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
3. Improvise! – Take it in turns to improvise using one or two notes.












Use the improvisation tracks provided. Improvise using the three challenges:
1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
3. Improvise! – Take it in turns to improvise using one or two notes.

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:
● **Bronze Challenge:**
○ Copy Back – Listen and sing back
○ Play and Improvise – Using instruments, listen and play your own answer using one note.
○ Improvise! – Take it in turns to improvise using one note.
● **Silver Challenge:**
○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
○ Improvise! – Take it in turns to improvise using one or two notes.
● **Gold Challenge:**
○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
○ Improvise! – Take it in turns to improvise using three different notes.

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:
● **Bronze Challenge:**
○ Copy Back – Listen and sing back
○ Play and Improvise – Using instruments, listen and play your own answer using one note.
○ Improvise! – Take it in turns to improvise using one note.
● **Silver Challenge:**
○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
○ Improvise! – Take it in turns to improvise using one or two notes.
● **Gold Challenge:**
○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
○ Improvise! – Take it in turns to improvise using three different notes.

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
1. Play and Copy Back
○ **Bronze** – Copy back using instruments. Use one note.
○ **Silver** – Copy back using instruments. Use the two notes.
○ **Gold** – Copy back using instruments. Use the three notes.
2. Play and Improvise You will be using up to three notes:
○ **Bronze** – Question and Answer using instruments. Use one note in your answer.
○ **Silver** – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
○ **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
○ **Bronze** – Improvise using one note.
○ **Silver** – Improvise using two notes.
○ **Gold** – Improvise using three notes.
Classroom Jazz 1 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
1. Play and Copy Back
○ **Bronze** – Copy back using instruments. Use one note.
○ **Silver** – Copy back using instruments. Use the two notes.
○ **Gold** – Copy back using instruments. Use the three notes.
2. Play and Improvise You will be using up to three notes:
○ **Bronze** – Question and Answer using instruments. Use one note in your answer.
○ **Silver** – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
○ **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
○ **Bronze** – Improvise using one note.
○ **Silver** – Improvise using two notes.
○ **Gold** – Improvise using three notes.
Classroom Jazz 2 – Improvise with a feeling for the style of Bacharach and Blues using the notes Bacharach Anorak: C,D,E,F,G, A, B, C (full octave scale) Meet the Blues: C B^bG F C

Composition - Learning		<ul style="list-style-type: none">● Composing is like writing a story with music.● Everyone can compose.●Compose using notes: Easy (2 notes)<ul style="list-style-type: none">● C, D ●Medium (-3 notes)<ul style="list-style-type: none">● C,D,E ●Hard (5 notes)<ul style="list-style-type: none">● C,D,E,F,G ● C,D,E,G,A●	<ul style="list-style-type: none">● Composing is like writing a story with music.● Everyone can compose.●Compose using notes: Easy (2 notes)<ul style="list-style-type: none">● C, D ● F.G ●Medium (-3 notes)<ul style="list-style-type: none">● C,D,E ● F,G,A ●Hard (5 notes)<ul style="list-style-type: none">● C,D,E,F,G ● C,D,E,G,A ●F,G,A,C,D●	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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 and symbols to represent note length)●Compose using notes: Easy (2-4 notes)<ul style="list-style-type: none">● C, D E, F ● G, A, ● C,A ●Medium (3-4 notes)<ul style="list-style-type: none">● C,D, E, F ● G, A, B ● C, A, G ●Hard (2-5 notes)<ul style="list-style-type: none">● G,A,B,D,E ● D,E,G,A,B ● C,D,E,G,A●	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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 and broader range of symbols to indicate varying note length eg triangle = crotchet beat, cross = semiquaver beat)●Compose using notes: Easy (2-3 notes)<ul style="list-style-type: none">● G,A ● C,D,E● C,D●Medium (3 notes)<ul style="list-style-type: none">● G,A,B ● C,D,E ●Hard (3-5 notes)<ul style="list-style-type: none">● G,A,B,D,E ● C,D,E ● C,D,E,F,G ● C,D,E,G,A ●	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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 <div>notation symbols:  – crotchet (1 beat)  – minim (2 beats)  – semibreve (4 beats)  – quaver (half beat)  – semi quaver (quarter beat)</div> <div>●Compose using notes: Easy (2 notes)<ul style="list-style-type: none">● G,A ● D,E ● F,G ●Medium (3 notes)<ul style="list-style-type: none">● G,A,B ● D,E,F# ● D,E,F ● F,G,A●Hard (3-5 notes)<ul style="list-style-type: none">● G,A,B, ● D,E,F#, G,A● G,A,B,C,D ● D,E,F,G,A ● F,G,A,C,D ●</div>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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 <div>notation symbols:  – crotchet (1 beat)  – minim (2 beats)  – semibreve (4 beats)  – quaver (half beat)  – semi quaver (quarter beat)  - Crotchet rest</div> <div>●Compose using notes: Easy (2 notes)<ul style="list-style-type: none">● A,G ● D,E ●Medium (3 notes)<ul style="list-style-type: none">● A,G,B ● D,E,F ● A,G,E ●Hard (5 notes)<ul style="list-style-type: none">● C,E,G,A,B ● D,E,F,G,A, ●E,G,A,C,D ●</div>
	Composition - Skills		<ul style="list-style-type: none">● Help to create a simple melody using one, two or three notes.● Learn how the notes of the composition can be written down and changed if necessary.	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Help create at least one simple melody using one, three or all five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that	<ul style="list-style-type: none">● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.● Explain the keynote or home note and the 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).	recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	and symbol (e.g. graphic/pictorial notation).	and symbol (e.g. graphic/pictorial notation).
Perform and Share - Learning	<ul style="list-style-type: none">● A performance is sharing music.	<ul style="list-style-type: none">●A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none">● A performance is sharing music with an audience.● 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.	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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
Perform and Share - Skills	<ul style="list-style-type: none">● Perform any of the nursery rhymes by singing and adding actions or dance.● Perform any nursery rhymes or songs adding a simple instrumental part.● Record the performance to talk about.	<ul style="list-style-type: none">● Choose a song they have learnt from the Scheme and 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">● Choose a song they have learnt from the Scheme and 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">● 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.	<ul style="list-style-type: none">● 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.● 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.	<ul style="list-style-type: none">● 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...?”	<ul style="list-style-type: none">● 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...?”