



**Music Curriculum And  
Progression Of Key Skills  
Year 1 – Year 6**

**Autumn**

**Spring**

**Summer**

# Year 1

**Title:** Hey You! (Charanga) -

**Style:** Old school Hip Hop

**Unit theme:** How pulse, rhythm and pitch work together.

**Topic and cross-curricular links:** Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.

### Teaching and learning:

#### Listen and Appraise

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars

#### Singing

- 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

- 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

1. Clap and Improvise - Listen and clap back, then

**Title:** In The Groove (Charanga)

**Style:** Blues, Baroque, Latin, Bhangra, Folk, Funk

**Unit theme:** How to be in the groove with different styles of music.

**Topic and cross-curricular links:** Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.

### Teaching and learning:

#### Listen and Appraise

-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

#### Singing

-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

-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:

1. Clap and Improvise - Listen and clap back, then

**Title:** Round And Round (Charanga)

**Style:** Bossa Nova

**Unit theme:** Pulse, rhythm and pitch in different styles of music.

**Topic and cross-curricular links:** Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.

### Teaching and learning:

#### Listen and Appraise

-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

#### Singing

-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

-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:

1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of

	<p>listen and clap your own answer (rhythms of words).</p> <p>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.</p> <p>3. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Help to create a simple melody using one, two or three notes.</li> <li>- Learn how the notes of the composition can be written down and changed if necessary</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-They can add their ideas to the performance.</li> <li>- Record the performance and say how they were feeling about it.</li> </ul> <p><b>Assessment / Performance:</b></p> <p>Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'My Music Passport'</p>	<p>listen and clap your own answer (rhythms of words).</p> <p>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.</p> <p>3. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Help to create a simple melody using one, two or three notes.</li> <li>- Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-They can add their ideas to the performance.</li> <li>- Record the performance and say how they were feeling about it.</li> </ul> <p><b>Assessment:</b></p> <p>Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'My Music Passport'</p>	<p>words).</p> <p>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.</p> <p>3. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Help to create a simple melody using one, two or three notes.</li> <li>- Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-They can add their ideas to the performance.</li> <li>- Record the performance and say how they were feeling about it.</li> </ul> <p><b>Assessment:</b></p> <p>Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'My Music Passport'</p>
	<p><b><u>Cultural Capital:</u></b></p> <p>National Music Day Focus - Vivaldi The Four Seasons Children learn a song for their class assembly Days of the week songs Christmas Nativity - chn learn songs and dances Hymn Practise/Singing assembly weekly KS1 Spring Partnership Festival - some children from Yr 1 selected to join in singing festival with chn from other schools Easter and Christmas whole school singing assembly where children perform the song they have been learning that term</p>		

	Autumn	Spring	Summer
<h1 style="text-align: center;">Year 2</h1>	<p><b>Title:</b> Ho Ho Ho (Charanga)</p> <p><b>Style:</b> A song with rapping and for improvising for Christmas.</p> <p><b>Unit theme:</b> Festivals and Christmas - <b>cross curricular links.</b> the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p><b>Topic:</b> Christmas Unit - not as heavy as preparing for Christmas Nativity</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>-To learn how songs can tell a story or describe an idea.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-Learn about voices singing notes of different pitches (high and low).</li> <li>-Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</li> <li>-Learn to find a comfortable singing position.</li> <li>-Learn to start and stop singing when following a leader</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>-Treat instruments carefully and with respect.</li> <li>- 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).</li> <li>- Play the part in time with the steady pulse.</li> <li>- Listen to and follow musical instructions from a</li> </ul>	<p><b>Title:</b> I Wanna Play In A Band</p> <p><b>Style:</b> Rock</p> <p><b>Unit theme:</b> Playing together in a band. I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>-To learn how songs can tell a story or describe an idea.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-Learn about voices singing notes of different pitches (high and low).</li> <li>-Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</li> <li>-Learn to find a comfortable singing position.</li> <li>-Learn to start and stop singing when following a leader</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>-Treat instruments carefully and with respect.</li> <li>- 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).</li> <li>- Play the part in time with the steady pulse.</li> <li>- Listen to and follow musical instructions from a leader.</li> </ul> <p><b>Improvisation</b></p> <ol style="list-style-type: none"> <li>1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and</li> </ol>	<p style="text-align: center;"><b>Songsack Run By EMS cover Music lessons for final term</b></p> <p>Children learn different songs throughout the term and work towards showcasing them to the parents at the end of the programme.</p>

	<p>leader.</p> <p><b>Improvisation</b></p> <ol style="list-style-type: none"> <li>1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>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.</li> <li>3. Improvise! - Take it in turns to improvise using one or two notes.</li> </ol> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Help create three simple melodies with the Units using one, three or five different notes.</li> <li>-Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-They can add their ideas to the performance.</li> <li>-Record the performance and say how they were feeling about it.</li> </ul> <p><b>Assessment</b></p> <p>Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'My Music Passport'</p>	<p>play your own answer using one or two notes.</p> <p>3. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Help create three simple melodies with the Units using one, three or five different notes.</li> <li>-Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-They can add their ideas to the performance.</li> <li>-Record the performance and say how they were feeling about it.</li> </ul> <p><b>Assessment</b></p> <p>Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'My Music Passport'</p>	
	<p><b>Cultural Capital:</b></p> <p>Children learn a song for their class assembly</p> <p>Christmas Nativity - chn learn songs and dances</p> <p>Hymn Practise/Singing assembly weekly</p> <p>SongSack - Run by EMS - children learn different songs to sing and showcase to parents at the end of the programme (this is their Music lesson time for one half term)</p> <p>KS1 Spring Partnership Festival - some children from Yr 2 selected to join in singing festival with children from other schools</p> <p>Easter and Christmas whole school singing assembly where children perform the song they have been learning that half term</p> <p>National Music Day Focus</p>		

	Autumn	Spring	Summer
Year 3	<p><b>Whole class recorder lessons for a term - Recorder lessons are their Music lessons for the term.</b></p> <p>Children learn how to play the recorder, begin how to read music (notation), learn about playing in unison and in rounds. They work towards showcasing the skills that they have learnt throughout the term to parents, KS2 and the Year 2 children - so they know what they will be doing the following year.</p>	<p><b>Title:</b> Three Little Birds</p> <p><b>Style:</b> Reggae</p> <p><b>Unit theme:</b> Reggae and animals - <b>cross curricular link.</b> All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p> <p><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>-To think about what the words of a song mean.</li> <li>- To take it in turn to discuss how the song makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To have an awareness of the pulse internally when singing.</li> </ul> <p><b>Playing</b></p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>-To rehearse and perform their part within the context of the Unit song.</li> </ul>	<p><b>Title:</b> Bringing us Together</p> <p><b>Style:</b> Disco</p> <p><b>Unit Theme:</b> This is a Disco song about friendship, peace, hope and unity - <b>cross curricular links.</b></p> <p><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>-To think about what the words of a song mean.</li> <li>- To take it in turn to discuss how the song makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To have an awareness of the pulse internally when singing.</li> </ul> <p><b>Playing</b></p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>-To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader</li> </ul> <p><b>Improvisation</b></p> <p>Improvise using instruments in the context of the song they are learning to perform.</p>

		<p>- To listen to and follow musical instructions from a leader</p> <p><b>Improvisation</b>          Improvise using instruments in the context of the song they are learning to perform.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Composition</b>          -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> <p><b>Performance</b>          - 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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Composition</b>          -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> <p><b>Performance</b>          - 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>
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		<p>- To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p><b>Assessment</b>          Whole class Teacher Assessment page.          Children's Self-Assessment - Complete 'Music Passport'</p>	<p><b>Assessment</b>          Whole class Teacher Assessment page.          Children's Self-Assessment - Complete 'Music Passport'</p>
	<p><b>Cultural Capital:</b></p> <p>Children learn a song for their class assembly          Whole class recorder lessons from EMS - this is their Music lesson time for a term          Hymn Practise/Singing assemblies weekly          KS2 Christmas Carol Service - All children learn carols and Christmas songs for the Carol Service          Easter and Christmas whole school singing assembly where children perform the song they have been learning that half term          National Music Day Focus</p>		



	Autumn	Spring	Summer
<h1 style="text-align: center;">Year 4</h1>	<p><b>Unit title:</b> Mama Mia (Charanga)</p> <p><b>Style:</b> Pop</p> <p><b>Unit Theme:</b> Abbas' Music. As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> </ul> <p><b>Playing</b></p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- 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</li> </ul>	<p><b>Unit title:</b> Glockenspiel Stage 2 (Charanga)</p> <p><b>Style:</b> Mixed styles</p> <p><b>Unit Theme:</b> Exploring and developing playing skills using the glockenspiel. Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel and building on their previous knowledge of the recorder.</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> </ul> <p><b>Playing</b></p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- To rehearse and perform their part within the</li> </ul>	<p>Unit title: Lean on Me (Charanga)</p> <p>Style: Soul/Gospel music and helping one another</p> <p>Unit Theme: All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> </ul> <p><b>Playing</b></p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader. - To experience leading the playing by</li> </ul>

	<p>the song.</p> <p><b>Improvisation</b>          Improvise using instruments in the context of a song they are learning to perform.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge:           <ul style="list-style-type: none"> <li>- Copy Back - Listen and sing back melodic patterns</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>- Improvise! - Take it in turns to improvise using one note.</li> </ul> </li> <li>• Silver Challenge:           <ul style="list-style-type: none"> <li>- Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>- Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>- Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• Gold Challenge:           <ul style="list-style-type: none"> <li>- Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>- Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>- Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or all five different notes.</li> <li>- Plan and create a section of music that can be performed within the context of the unit song.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> </ul>	<p>context of the Unit song.</p> <ul style="list-style-type: none"> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul> <p><b>Improvisation</b>          Improvise using instruments in the context of a song they are learning to perform.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge:           <ul style="list-style-type: none"> <li>- Copy Back - Listen and sing back melodic patterns</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>- Improvise! - Take it in turns to improvise using one note.</li> </ul> </li> <li>• Silver Challenge:           <ul style="list-style-type: none"> <li>- Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>- Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>- Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• Gold Challenge:           <ul style="list-style-type: none"> <li>- Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>- Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>- Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or all five different notes.</li> <li>- Plan and create a section of music that can be performed within the context of the unit song.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>making sure everyone plays in the playing section of the song.</p> <p><b>Improvisation</b>          Improvise using instruments in the context of a song they are learning to perform.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge:           <ul style="list-style-type: none"> <li>- Copy Back - Listen and sing back melodic patterns</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>- Improvise! - Take it in turns to improvise using one note.</li> </ul> </li> <li>• Silver Challenge:           <ul style="list-style-type: none"> <li>- Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>- Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>- Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• Gold Challenge:           <ul style="list-style-type: none"> <li>- Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>- Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>- Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or all five different notes.</li> <li>- Plan and create a section of music that can be performed within the context of the unit song.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a</li> </ul>
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	<ul style="list-style-type: none"> <li>- Present a musical performance designed to capture the audience.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul> <p><b>Assessment</b> Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To choose what to perform and create a programme.</li> <li>- Present a musical performance designed to capture the audience.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul> <p><b>Assessment</b> Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>	<p>programme.</p> <ul style="list-style-type: none"> <li>- Present a musical performance designed to capture the audience.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul> <p><b>Assessment</b> Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>
	<p><b>Cultural Capital</b></p> <p>Children learn a song for their class assembly Hymn Practise/Singing assemblies weekly KS2 Christmas Carol Service - All children learn carols and Christmas songs for the Carol Service Easter and Christmas whole school singing assembly where children perform the song they have been learning that half term Spring Term - 20/25 children from Year 4 are given the opportunity to be part of Glee Club - they learn dances each week to perform at a big showcase at Hackney Empire National Music Day Focus</p>		

	Autumn	Spring	Summer
<b>Year 5</b>	<p><b>Unit title:</b> Livin' on a prayer (Charanga)</p> <p><b>Style:</b> Rock</p> <p><b>Unit Theme:</b> Rock anthems. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo. To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> </ul>	<p><b>Unit title:</b> Classroom Jazz (Charanga)</p> <p><b>Style:</b> Bossa Nova and Swing, Jazz</p> <p><b>Unit Theme:</b> Jazz, improvisation and swing. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p> <p><b>Topic:</b> Three Note Bossa and Five Note Swing</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo. To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul>	<p><b>Unit title:</b> Dancing in the street (Charanga)</p> <p><b>Style:</b> Rhythm and blues, Soul, Motown</p> <p><b>Unit Theme:</b> Motown</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>-To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo. To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>-Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- Select and learn an instrumental part that</li> </ul>

	<ul style="list-style-type: none"> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- 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.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul> <p><b>Improvisation</b></p> <p>Improvise using instruments in the context of a song to be performed.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>• Bronze - Copy back using instruments. Use one note.</li> <li>• Silver - Copy back using instruments. Use the two notes.</li> <li>• Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise - You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>• Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold - Question and Answer using</li> </ul>	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- 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.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul> <p><b>Improvisation</b></p> <p>Improvise using instruments in the context of a song to be performed.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>• Bronze - Copy back using instruments. Use one note.</li> <li>• Silver - Copy back using instruments. Use the two notes.</li> <li>• Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise - You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>• Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in</p>	<p>matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul> <p><b>Improvisation</b></p> <p>Improvise using instruments in the context of a song to be performed.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>• Bronze - Copy back using instruments. Use one note.</li> <li>• Silver - Copy back using instruments. Use the two notes.</li> <li>• Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise - You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>• Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>• Bronze - Improvise using one note.</li> <li>• Silver - Improvise using two notes.</li> <li>• Gold - Improvise using three notes.</li> </ul>
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	<p>instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>• Bronze - Improvise using one note.</li> <li>• Silver - Improvise using two notes.</li> <li>• Gold - Improvise using three notes.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul>	<p>the lesson plan:</p> <ul style="list-style-type: none"> <li>• Bronze - Improvise using one note.</li> <li>• Silver - Improvise using two notes.</li> <li>• Gold - Improvise using three notes.</li> </ul> <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><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul> <p><b>Assessment</b></p> <p>Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>
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	<p><b>Assessment</b>          Whole class Teacher Assessment page.          Children's Self-Assessment - Complete 'Music Passport'</p>	<p><b>Assessment</b>          Whole class Teacher Assessment page.          Children's Self-Assessment - Complete 'Music Passport'</p>	
	<p><b>Cultural Capital</b></p> <p>Children learn a song for their class assembly          Hymn Practise/Singing assemblies weekly          KS2 Christmas Carol Service - All children learn carols and Christmas songs for the Carol Service          Easter and Christmas whole school singing assembly where children perform the song they have been learning that half term          In Year 5, children are given the opportunity to audition for the KS2 Choir. They rehearse weekly, take part in the Carol Service, Remembrance Day, Stations of the Cross, other Religious Services, Autumn and Summer Partnerships run by EMS, Mayors Choral Award, An Evening of Music at St Edmunds          National Music Day Focus</p>		

	Autumn	Spring	Summer
<h1 style="text-align: center;">Year 6</h1>	<p><b>Title:</b> Classroom Jazz 2 (Charanga)</p> <p><b>Style:</b> Jazz, Blues</p> <p>Unit Theme: Jazz, improvisation and composition. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing:</b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>	<p><b>Title:</b> You've got a Friend (Charanga)</p> <p><b>Style:</b> 70s ballad/pop</p> <p>Unit Theme: The music of Carole King</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing:</b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- Select and learn an instrumental part that matches their musical challenge, using one of the</li> </ul>	<p><b>Title:</b> Music and Me</p> <p>Unit Theme: Create your own music inspired by your identity and women in the music industry</p> <p style="text-align: center;"><b>Teaching and Learning:</b></p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing:</b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium</li> </ul>



	<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><b>Improvisation:</b>          Improvise using instruments in the context of a song to be performed.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>• Bronze - Copy back using instruments. Use one note.</li> <li>• Silver - Copy back using instruments. Use the two notes.</li> <li>• Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>• Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>• Bronze - Improvise using one note.</li> <li>• Silver - Improvise using two notes.</li> </ul>	<p>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><b>Improvisation:</b>          Improvise using instruments in the context of a song to be performed.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>• Bronze - Copy back using instruments. Use one note.</li> <li>• Silver - Copy back using instruments. Use the two notes.</li> <li>• Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>• Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>• Bronze - Improvise using one note.</li> <li>• Silver - Improvise using two notes.</li> <li>• Gold - Improvise using three notes.</li> </ul>	<p>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><b>Improvisation:</b>          Improvise using instruments in the context of a song to be performed.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>• Bronze - Copy back using instruments. Use one note.</li> <li>• Silver - Copy back using instruments. Use the two notes.</li> <li>• Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>• Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>• Bronze - Improvise using one note.</li> <li>• Silver - Improvise using two notes.</li> <li>• Gold - Improvise using three notes.</li> </ul> <p>4. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B</p>
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	<ul style="list-style-type: none"> <li>• Gold - Improvise using three notes.</li> </ul> <p>4. 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><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect. --To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul> <p><b>Assessment:</b> Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect. --To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul> <p><b>Assessment:</b> Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>	<p>(pentatonic scale/a five-note pattern)</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect. --To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul> <p><b>Assessment:</b> Whole class Teacher Assessment page. Children's Self-Assessment - Complete 'Music Passport'</p>
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## **Cultural Capital**

Children learn a song for their class assembly

Hymn Practise/Singing assemblies weekly

KS2 Christmas Carol Service – All children learn carols and Christmas songs for the Carol Service

Easter and Christmas whole school singing assembly where children perform the song they have been learning that half term

In Year 6, children can continue with Choir from Yr 5 and others are also given the opportunity to audition for the KS2 Choir. They rehearse weekly, take part in the Carol Service, Remembrance Day, Stations of the Cross, other Religious Services, Autumn and Summer Partnerships run by EMS, Mayors Choral Award, An Evening of Music at St Edmunds

Year 6 Production – throughout the last term of school, the whole year group prepares for the production, learning songs and dances

National Music Day Focus

	<b>KS1 Progression of Skills</b>	
<b>National Curriculum objectives</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	<ul style="list-style-type: none"> <li>• Be able to convey different moods and emotions</li> <li>• Show vocal control of variety of voices – whispering / singing / speaking</li> <li>• Sing with awareness of pulse and rhythm</li> <li>• Start to follow pitch movements with hands and voices and begin to sing with control of pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a wider variety of songs, (e.g. rounds / partner songs, longer songs and songs with words)</li> <li>• Sing with an awareness of musical shape</li> <li>• Be able to identify and show the shape of a melody with hand movements</li> <li>• Sing with awareness of and control of dynamics, pitch, and long and short sounds</li> </ul>
<b>Play tuned and untuned instruments musically</b>	<ul style="list-style-type: none"> <li>• Demonstrate increased control and care of instruments</li> <li>• Be able to copy short rhythm patterns – call and response</li> <li>• Be able to create, clap and play short rhythmic patterns</li> <li>• Explore high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control and care of instruments</li> <li>• Be able to copy back rhythm patterns</li> <li>• Be able to copy back short pitched patterns</li> <li>• Be able to play repeated patterns</li> <li>• Be able to make up short 3 note tunes</li> </ul>
<b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>	<ul style="list-style-type: none"> <li>• Be able to identify a steady beat in music</li> <li>• Listen to a range of songs and recall phrases</li> <li>• Listen to and start to identify percussion instruments and other sounds</li> <li>• Be able to identify musical elements (e.g. loud / quiet, fast / slow, long / short)</li> <li>• Be able to recognise, respond to and talk about changes in musical elements (e.g. loud / quiet, fast / slow, high / low)</li> <li>• Be able to talk about how music makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased awareness for particular musical elements/features</li> <li>• Be able to compare the tempo and dynamics in two contrasting pieces of music</li> <li>• Reflect on and appraise their own and others' musical performances and identify a target for improvement</li> </ul>
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	<ul style="list-style-type: none"> <li>• Investigate and explore sounds in order to choose sounds they wish to use</li> <li>• Start to use shapes and marks to represent high / low and long / short sounds</li> <li>• Be able to create 'pulse' actions to go with a song (e.g. clapping or playing and instruments)</li> <li>• To begin to understand how musical features can be used to create different moods and effects (e.g. loud and fast sounds / slow and long sounds)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, choose and select sounds for particular effect/purpose</li> <li>• Start to combine different sounds to produce short pieces from a given starting point</li> <li>• Show awareness of structure through organising/ordering sounds (e.g. creating a beginning and end/use of repetition)</li> <li>• Be able to create soundscapes from a given stimulus</li> <li>• Be able to interpret a range of visual symbols to represent changes in sound</li> <li>• Be able to devise graphic shapes, using symbols to represent sounds, to notate ideas</li> <li>• To understand how musical features can be combined to create different moods and effects</li> </ul>

National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
<p><b>Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p>	<ul style="list-style-type: none"> <li>• Understand good posture and technique for singing and playing an instrument.</li> <li>• Sing a greater range of songs (e.g. longer structure/2 part rounds/songs with more words)</li> <li>• To start to sing with expression and control ☑ Be able to perform simple melodies on an instrument</li> <li>• Be able to perform within a class ensemble to an accompaniment</li> <li>• Be able to perform simple rhythmic/melodic patterns on an instrument to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to sing 3 and 4 part rounds</li> <li>• Start to add harmony parts within a group</li> <li>• Show awareness of how to communicate to an audience</li> <li>• Show increased control of posture, breathing and diction</li> <li>• Develop instrumental technique and skills and be able to maintain simple accompaniments with an awareness of the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a more demanding and varied repertoire in a range of styles</li> <li>• Sing with increased clarity and diction</li> <li>• Sing with awareness of ensemble blend</li> <li>• Sing/play with awareness of and sense of phrasing and shape</li> <li>• Start to maintain own part in a round or harmony (played or sung)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with good control of posture breathing, vocal control and technique, diction, phrasing and projection</li> <li>• Sing or play with increased sense of character and style and ability to communicate to an audience</li> <li>• Perform with awareness of context/environment</li> <li>• Perform with awareness of others</li> <li>• Be able to maintain a part in a three part round or a harmony part</li> </ul>
<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p>	<ul style="list-style-type: none"> <li>• Be able to improvise repeated patterns</li> <li>• Be able to improvise/compose short tunes using three notes</li> <li>• Be able to compose in pairs/threes using a variety of starting points</li> <li>• Start to combine sounds to create desired effect</li> <li>• Be able to choose and order sounds within a simple framework/structure</li> </ul>	<ul style="list-style-type: none"> <li>• Show increased awareness of selecting/ordering sounds for a particular effect</li> <li>• Be able to use wider ‘note sets’ with competence</li> <li>• Improvise melodies on a 5 note scale</li> <li>• Compose in a group setting using a variety of starting points</li> <li>• Start to organize sounds into a range of compositional structures (e.g. call and response/ABA)</li> <li>• Start to combine and layer sounds within short compositions to create different textures</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to create and combine melodic lines</li> <li>• Be able to improvise melodically within a larger ‘note set’</li> <li>• Choose, create and layer sounds with control</li> <li>• Be able to order/structure ideas more clearly to create longer pieces</li> <li>• Compose to a specific ‘brief’ to portray an idea, theme or mood</li> <li>• Be able to use simple digital technology as a composition/notation tool</li> </ul>	<ul style="list-style-type: none"> <li>• Select sounds to convey an idea or effect</li> <li>• Develop, improve and refine compositions</li> <li>• Be able to compose in a variety of styles and forms using more complex, extended structures (e.g. Blues / Rondo / Verse and Chorus / Theme and Variations)</li> <li>• Be able to improvise melodic and rhythmic phrases within a framework over a backing</li> <li>• Combine an extended range of sounds to create music</li> <li>• Explore, use and combine a wide range of sounds and musical devices (e.g. clusters / chords / scales / lyrics / harmony)</li> <li>• Show increased confidence in making composition choices</li> <li>• Use digital music technology as a composition/notation aid</li> </ul>

				<ul style="list-style-type: none"> <li>with greater confidence</li> <li>• Create music reflecting given intentions/themes</li> </ul>
<b>Listen with attention to detail and recall sounds with increasing aural memory.</b>	<ul style="list-style-type: none"> <li>• Listen to music from a wider variety of traditions and styles</li> <li>• Begin to place music on a time line</li> <li>• Begin to express opinions about music using musical terminology</li> <li>• Reflecting on and improving work against a given criteria</li> <li>• Begin to use terms duration/timbre/tempo/pitch/textur e when describing music</li> <li>• Evaluate the work of others considering these features</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and comment on what makes a good composition or performance</li> <li>• Reflect on and evaluate their own work and that of others and share ways of improving</li> <li>• Discuss the overall effect and impact of a piece</li> <li>• Identify some structural and expressive features of a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Compare pieces thinking about structure, texture, dynamics and tempo</li> <li>• Evaluate the work of others thinking about structure, texture...and understand what makes a successful composition</li> <li>• Be able to identify musical elements within a piece and be able to discuss them</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and identify what makes a good performance or composition</li> <li>• Be able to pick out musical details from a piece of music.</li> <li>• Be able to identify and discuss a wide range of musical elements</li> <li>• Be able to compare and evaluate pieces using a range of musical vocabulary</li> </ul>
<b>Use and understand staff and other musical notations.</b>	<ul style="list-style-type: none"> <li>• Using graphic symbols to represent different sounds and instruments in listening and composing tasks</li> <li>• Begin to understand rhythmic notation and simplified 'traditional' notation through instrumental work</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to compose and notate a 2 bar rhythm</li> <li>• Show increasing confidence and ability to interpret rhythmic and melodic notation</li> </ul>	<ul style="list-style-type: none"> <li>• Start to find own ways to write down pieces</li> <li>• Be able to devise/use own graphic notation</li> <li>• Develop understanding of traditional rhythmic notation</li> <li>• Begin to recognise pitched staff notation through songs and instrumental work</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate musical signs and symbols to notate work</li> <li>• Be able to perform short pieces from a notated score</li> <li>• Recognising pitched staff notation for simple rhythm/melody</li> <li>• Be able to understanding different time signatures</li> </ul>
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>				
<b>Develop an understanding of the history of music.</b>	<ul style="list-style-type: none"> <li>• Be able to identify a greater variety of musical features within one piece</li> <li>• To have an awareness of a greater number of musical styles and performers</li> <li>• Be aware that music changes depending on the time and place of composition</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify and discuss musical features within pieces from different traditions</li> <li>• Be able to identify and discuss musical features within pieces from different points in history</li> <li>• Begin to place music on a time line</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and talk about specific styles of music</li> <li>• Be able to recognise and compare musical features from pieces within different traditions</li> <li>• Be able to recognise and compare musical features within pieces from different points in history</li> <li>• Develop a greater understanding of how music has developed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify how occasion, purpose and venue affect the way music is created</li> <li>• Be able to compare and contrast musical features within two pieces using an extended range of musical terminology</li> <li>• Be able to distinguish and describe differences in texture (layers) and timbre (quality of sound)</li> <li>• Understand what makes a makes a successful</li> </ul>

				<p>performance</p> <ul style="list-style-type: none"><li>• Show the ability to give opinions with confident use of musical terminology</li><li>• Be able to identify and appraise musical features within pieces and how they contribute to the style and mood of the music</li><li>• Be able to identifying similarities and differences between composers/styles/traditions</li><li>• Be able to describe how music has evolved over time</li></ul>
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