

Frittenden

CofE

Primary School



Scheme of work: Music

Embedding our Intent- Music

At Frittenden C of E Primary School our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our main objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

To ensure a good progression of skills throughout their primary school career we ensure teachers develop and build upon the key elements of Music so that children can broaden their knowledge and extend their skills and understanding.

We provide as many opportunities for music to be part of our daily life as possible with music in the dinner hall, in assemblies, during prayers and whenever relevant, linked to our learning in other curriculum areas, particularly English, Maths and Topic as well as it being taught as a discreet subject through our use of Musical School (Charanga) which ensures the coverage and progression of skills necessary within each specific year group.

In addition, we have a peripatetic teacher of music, who teaches guitar in key stage 2. In key stage 1 the children learn to play the ocarina.

We aim to create lifelong lovers of music by providing opportunities that children will reflect upon in later years and remember why making music and enjoying the music of others is such an important experience. We want our children to consider how music makes them feel and use it as a positive throughout their lives.

Assessment of Music is ongoing; helping to inform teachers with their planning and lesson activities. RE is monitored throughout year groups through learning walks and pupil voices. Our Christian values underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to flourish. The school values are integrated into our music education and lessons as follows:

Joy - The sheer joy of music making can feed the soul of a school community, enriching each child while strengthening the shared bonds of support and trust which make a community. Children are encouraged to sing, compose and play tuned and un-tuned instruments regularly to ensure a familiarity and confidence. Children want to perform their compositions, collaborations and songs and strive to do this to a high standard.

Compassion – Children are encouraged to listen to each other's music and provide constructive feedback. This helps students develop empathy and understanding towards each other. Additionally, music is a means of helping children express their emotions and feelings: enabling children to develop emotional intelligence and compassion towards themselves and others.

Respect -All music is celebrated, critically analysed and encouraged by staff, other children and themselves. Children show respect when listening to each other perform.

Long Term Overview:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Potter EYFS	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind & Replay
Dahl Year A	Hey You	Ho Ho Ho	In the Groove	Zootime	Your imagination	Reflect, Rewind & Replay
Dahl Year B	Hands, Feet & Heart	Rhythm in the way we walk/ Banana rap	I wanna play in a band	Round and round	Friendship song	Reflect, Rewind & Replay
Wells Year A	Let your spirit fly	Glockenspiel / ocarina	Three little bears	Lean on me	Bring us together	Reflect, Rewind & Replay
Wells Year B	Mumma Mia	Glockenspiel / ocarina	Stop	The dragon song	Blackbird	Reflect, Rewind & Replay
Shakespeare A	Living on a prayer	Classroom jazz	Make you feel my love	You gotta friend	Dancing in the Street	Reflect, Rewind & Replay
Shakespeare B	Happy	Classroom jazz	A new year carol	The fresh prince of Bel Air	Music and Me	Reflect, Rewind & Replay

Subject Specific Concepts and the reasons for our choices

Within our Music curriculum, we learn about different types of Knowledge:

- Tactic Knowledge: Knowledge which is gained through experiences with music.
- Procedural Knowledge: The know-how of music.
- Declarative Knowledge: The facts about music, including knowledge of keys, chords and songs.

Concept	Why learn about this concept?	Year group studied
Appraising	<p>Appraisal encompasses many musical elements including timbre (sound quality), pitch (high or low sounds), texture (how many sounds there are), tempo (speed), duration (long or short) and dynamics (loud or quiet). By listening to the musical elements in a focused way, the children are able to hear the elements in a meaningful context and apply their understanding of these key features.</p> <p>The children will become aware of different musical genres and begin to form a justified preference using their understanding of the key musical elements.</p> <p>By refining their close listening skills, the children will be able to pick out the different features of songs and identify a range of musical instruments that are used, as well as beginning to understand how they are used to create a particular effect.</p> <p>Appraising is a key concept because we believe music stimulates the brain, and with its varied sounds and lyrics, children are exposed to a large amount of vocabulary in a short amount of time. Music brings us joy and allows children to express themselves in a unique way, which motivates their learning and builds on their self-confidence and identity.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Singing and playing	<p>Singing and playing is a key concept because we believe singing is important because it builds self-confidence and self-esteem. It engages children's emotions and enables children from all backgrounds and abilities to come together to create something special together. Singing provides an emotional release for children; it provides a way to express feelings that they might not be able to verbalise and connects children together. Through singing, children are able to build on their musical memory and develop their musical ear.</p> <p>Learning to play an instrument stimulates the brain and develops creativity, resilience, concentration and memory skills.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Composing and Improvising	<p>Composing is the process of selecting and organising sounds to make music. Improvisation is the combination of creativity and spontaneity. It involves children combining performance with self-expression.</p> <p>Composing and Improvising is a key concept because we believe that children should learn to select and organise sounds to successfully communicate an intention to the audience. Children will have the opportunity to use learnt</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	pieces to scaffold their own creations.	
Performing	<p>Performing is the act of making music for an audience.</p> <p>Performing is a key concept because we believe in the importance of our children learning how to be confident in front of a crowd. They practise how to hold themselves on stage and how to overcome challenges when things haven't gone to plan. Through performing, children are able to develop their self-esteem, teamwork skills and resilience.</p>	<p>Year R</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
Notation	<p>Notation is the method used to record, on paper or screen, and it is music that is heard or performed.</p> <p>Notation is a key concept because we believe in the importance of helping our children to use a series of symbols, pictures and markings to allow them to express how to perform a composition. At our school we use graphic and staff notation.</p>	<p>Year R</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>

MY LEARNING PATHWAY: Music

EYFS

Three and Four-Year-Olds	<p>Communication and Language Sing a large repertoire of songs. Know many rhymes, be able to talk about books, and be able to tell a long story.</p> <p>Physical Development: Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Expressive Arts and Design Take part in simple pretend play, using an object to represent something, even though they are not similar. Use drawing to represent ideas like movement and clouds. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch and tone sung by another person. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>
Children in Reception	<p>Communication and Language Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Physical Development: Develop overall body-strength, balance, co-ordination and agility.</p> <p>Expressive Arts and Design Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>
Early Learning Goals	<p>Communication and Language Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Physical Development: Demonstrate strength, balance and co-ordination when playing.</p> <p>Expressive Arts and Design Share their creations, explaining the process they have used. 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 the music.</p>

My Learning Pathway : Music
Dahl Year A

		'I CAN' <i>The skills I have learnt...</i>	'I KNOW' <i>The knowledge I have...</i>
TERM 1 Hey You! Old School Hip Hop	<p>Sing or rap 1-2 songs</p> <p>Learn the names of notes from memory or when written down</p> <p>Name instruments I'm playing</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>Find the pulse in different pieces of music</p> <p>Play the 'C' note</p> <p>Play the 'C' and 'G' note</p> <p>Listen and follow instructions from a leader</p>	<p>1-2 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours by saying them in a rhythm</p> <p>The different pitches of sounds are called notes</p>	
TERM 2 Ho, Ho, Ho Rap	<p>Sing or rap 1-2 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>Find the rhythm of a piece of music and copy it back</p> <p>Play the 'G' note</p> <p>Play the 'G', 'A', and 'B' notes</p> <p>Listen and follow instructions from a leader</p> <p>Identify the story or idea in a song</p>	<p>1-2 songs off by heart and what songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p><i>Correct posture and breathing techniques when singing</i></p> <p>Songs have a story or idea</p> <p>Some songs have a chorus or a response/answer part</p>	
TERM 3 In the Groove Blues, Baroque, Latin, Bhangra, Folk and Funk	<p>Sing or rap 2-3 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p><i>Find the rhythm of a piece of music, copy it back and move to the pulse</i></p> <p>Play the 'C' note</p> <p>Play the 'C' and 'G' note</p> <p>Play the 'C', 'D', 'G' and 'A' notes</p> <p>Listen and follow instructions from a leader</p> <p>Improvise using one or two notes</p>	<p>2-3 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>I can create rhymes from words, names and favourite foods and colours</p> <p>Improvising is making up our own tunes</p> <p><i>Correct posture and breathing techniques when singing</i></p>	
TERM 4 Zoo Time	<p>Sing or rap 3-4 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p><i>I can find the pulse, copy back the rhythm and improvise words with the same beat (syllables)</i></p> <p>Play 'C' and 'D' notes</p> <p>Listen and follow instructions from a leader</p> <p>Improvise using two or three notes</p> <p><i>Create a simple melody using 1-2 notes and know notes can be changed if necessary</i></p>	<p>3-4 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>Improvising is making up our own tunes</p> <p><i>Composing is like writing a story with music and everyone can compose</i></p> <p>Correct posture and breathing techniques when singing</p>	

TERM 5 Your Imagination Pop Music	<p>Sing or rap 4-5 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>I can move in different ways to the pulse, copy back the rhythm and improvise words with the same beat (syllables)</p> <p>Sing in the same pitch as demonstrated</p> <p><i>Play 'D', 'F', 'C', 'D' and 'E' notes</i></p> <p>Listen and follow instructions from a leader</p> <p>Improvise using one or two notes</p> <p>Create a simple melody using 1-3 notes and know notes can be changed if necessary</p>	<p>4-5 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>Improvise is making up our own tunes</p>
TERM 6 Reflect, Rewind and Replay Classical	<p>Sing or rap 5-6 songs</p> <p>I can move in different ways to the pulse, copy back the rhythm and <i>improvise words with the same beat (syllables)</i></p> <p>Identify 'pitch shapes' to musical excerpts</p> <p>Perform songs individually or as part of a group</p> <p><i>Play 'D', 'F', 'C', 'D', 'A', 'G' and 'E' notes</i></p> <p>Listen and follow instructions from a leader</p> <p>Perform a song of my choice and add my own ideas</p> <p>Play a tuned instrumental part in a song</p> <p>Recall facts about our classical composer: Bach</p> <p>Record a performance and say how I feel about it</p> <p>Play a tuned instrumental part in a song</p> <p>Recall facts about our classical composer: Wagner</p>	<p>5-6 songs off by heart</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>A performance can be a special occasion that may involve a class, a year group or a whole school</p> <p>An audience can be friends and family</p> <p>Classical music is thought to be 'of lasting value'.</p>
<p>My Learning Pathway : Music</p> <p>Dahl Year B</p>		
TERM 1 Hands, Feet, Heart Afropop	<p>Sing or rap 1-2 songs</p> <p>Learn the names of notes from memory or when written down</p> <p>Name instruments I'm playing</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>Find the pulse in different pieces of music</p> <p>Play the 'G' note</p> <p>Play the 'A', 'C' and 'G' notes</p> <p><i>Play the 'E', 'F', 'G', 'A', 'B' and 'C' notes</i></p> <p>Listen and follow instructions from a leader</p> <p>Identify musical styles</p>	<p>1-2 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours by saying them in a rhythm</p> <p>The different pitches of sounds are called notes</p> <p><i>Songs have a musical style</i></p> <p>Why we need to warm up our voices</p>
TERM 2 Rhythm in the Way We Walk and Banana Rap	<p>Sing or rap 1-2 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>Find the rhythm of a piece of music and copy it back</p> <p>Play the 'C' note</p> <p>Play the 'C' and 'G' note</p> <p>Listen and follow instructions from a leader</p>	<p>1-2 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p><i>Correct posture and breathing techniques when singing</i></p> <p>To treat musical instruments with respect</p>

TERM 3 I Wanna Play in a Rock Band Rock	<p>Sing or rap 2-3 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>Find the rhythm of a piece of music, copy it back and move to the pulse, knowing the rhythm is different to the pulse</p> <p>Play the 'D' and 'F' notes</p> <p>Play the 'C' and 'D' notes</p> <p>Play the 'C', 'F', 'G' notes</p> <p>Listen and follow instructions from a leader</p> <p>Improvise using one or two notes</p>	<p>2-3 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>Improvising is making up our own tunes</p> <p>Correct posture and breathing techniques when singing</p> <p>Rhythms are different from a steady pulse</p> <p>That the pitch (notes) can be high or low when we sing or play instruments</p>
TERM 4 Round and Round Bosa Nova	<p>Sing or rap 3-4 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>I can find the pulse, copy back the rhythm and improvise words with the same beat (syllables)</p> <p>Play 'D' and 'D Minor' notes</p> <p>Play 'D', 'F', 'C' and 'D' notes</p> <p>Listen and follow instructions from a leader</p> <p>Improvise using one or two notes</p> <p>Create a simple melody using 1-2 notes <i>and know notes can be changed if necessary</i></p>	<p>3-4 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>Improvising is making up our own tunes</p> <p><i>Composing is like writing a story with music and everyone can compose</i></p> <p>Correct posture and breathing techniques when singing</p>
TERM 5 Friendship Song Pop	<p>Sing or rap 4-5 songs</p> <p>Move to different types of music by dancing, marching, being animals or popstars</p> <p>I can move in different ways to the pulse, copy back the rhythm and improvise words with the same beat (syllables)</p> <p>Sing in the same pitch as demonstrated Play 'C' note</p> <p>Play 'E', 'G', 'A' and 'B' notes</p> <p>Listen and follow instructions from a leader</p> <p>Improvise using between two and five notes</p> <p>Create a simple melody using 1-3 notes and know notes can be changed if necessary</p> <p>I can sing or play in unison</p>	<p>4-5 songs off by heart</p> <p>What songs are about</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>Improvising is making up our own tunes</p> <p>Unison is everyone singing at the same time</p>
TERM 6 Reflect, Rewind, Reply Classical Music	<p>Sing or rap 5-6 songs</p> <p>I can move in different ways to the pulse, copy back the rhythm and improvise words with the same beat (syllables)</p> <p>Identify 'pitch shapes' to musical excerpts</p> <p>Perform songs individually or as part of a group</p> <p>Play 'D', 'F', 'C', 'D', 'A' and 'E' notes</p> <p>Listen and follow instructions from a leader</p> <p>Perform a song of my choice and add my own ideas</p>	<p>5-6 songs off by heart</p> <p>Names of common instruments in the music I hear</p> <p>Music has a steady pulse like a heartbeat</p> <p>We can create rhymes from words, names and favourite foods and colours</p> <p>Performing is sharing music with other people called an audience</p> <p>Classical music is thought to be 'of lasting value'.</p>
Greater Depth	<p>Year 1</p> <p>Children working at greater depth can:</p> <p>Find the pulse to other songs</p> <p>Recognise and name two or more instruments they hear</p> <p>Play more than one note in a simple melody</p> <p>Lead in rhythm and copy-back games</p>	<p>Year 1</p> <p>Key vocabulary:</p> <p>Pulse, rhythm, rhyme, key, note, melody, pitch, instruments, compose, glockenspiel, voice, performance, audience, improvise, tuned, respect</p>

	<p>Year 2 Children working at greater depth can: Find the pulse to other songs Recognise and name two or more instruments they hear Play more than one note in a simple melody Lead in rhythm and copy-back games</p>	<p>Year 2 Key vocabulary: Pulse, rhythm, rhyme, key, note, melody, pitch, instruments, compose, glockenspiel, voice, performance, audience, improvise, tuned, respect</p>
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**Learning Pathway : Music
Wells Year A**

	'I CAN' <i>The skills I have learnt...</i>	'I KNOW' <i>The knowledge I have...</i>
TERM 1 Let Your Spirit Fly R&B	<p>Sing or rap 1-2 songs from memory and who sang or wrote them.</p> <p>Find the pulse in different styles of music. Explain what the words to a song mean. Find the pulse in our focus song.</p> <p>Play one part from our unit song on an instrument. Demonstrate a good singing posture.</p> <p>Sing with awareness of being in tune.</p> <p>Bronze: play and improvise: use one note to improvise a copy back.</p> <p>Create a simple melody using one note that can be performed again.</p> <p>Talk about my composition using musical terms such as pulse.</p> <p>Explain where best to stand or sit when performing. Play 'C' note</p> <p>Play 'C', 'F' and 'G' notes</p> <p><i>Play 'E', 'F', 'G', 'A', 'B, and 'C' notes</i></p>	<p>1-2 songs and their musical styles.</p> <p>Names of instruments used in different songs we are focusing on.</p> <p>What a song's message is about by the lyrics.</p> <p>How to find and demonstrate the pulse.</p> <p>Singing in a group is called a choir.</p> <p>Why you must warm up your voice.</p> <p>To treat instruments carefully and with respect.</p> <p>Improvising is making up your own tunes on the spot.</p> <p>A composition is music created by you and kept in some way. It can be performed again.</p> <p>A performance is sharing planned music with other people.</p>
TERM 2 Glockenspiel 2	<p>Sing or rap 1-2 songs from memory and who sang or wrote them.</p> <p><i>Confidently identify the pulse</i> in different styles of music. Reference musical dimensions such as rhythm, pitch and <i>dynamics</i> when discussing unit songs.</p> <p>Talk about how music makes me feel.</p> <p>Begin to use musical vocabulary when discussing songs.</p> <p>Rhythm copy back: clap and say back rhythms.</p> <p>Follow a leader when singing.</p> <p>Sing with awareness of being in tune. I can treat instruments with respect.</p> <p>Play one or more parts from our song on an instrument.</p> <p>Play and improvise: use one note to improvise a copy back in pairs.</p> <p><i>Create a simple melody using one or two notes that can be performed again.</i></p> <p>Talk about my composition using musical terms such as pulse and rhythm.</p> <p>Explain where best to stand or sit when performing, and demonstrate good posture and breathing.</p> <p>Play the 'C' note</p> <p>Play the 'C', 'D' and 'E' notes</p> <p><i>Play the 'C', 'D', 'E', 'F' and 'G' notes</i></p>	<p>1-2 songs and their musical styles.</p> <p>What a song's message is about by the lyrics.</p> <p>Songs often have an introduction, verses and a chorus.</p> <p>Names of instruments used in the unit song.</p> <p>The musical dimensions of a song and where they are used such as tempo, rhythm and pitch.</p> <p>How pulse, rhythm and pitch work together to create a song.</p> <p>The pulse is the heartbeat of a song.</p> <p>The difference between pulse and rhythm. A choir follows a leader or conductor.</p> <p>Songs can make you feel different things e.g. happy, sad, energetic.</p> <p>Different instruments I have used e.g. glockenspiel, triangle, shakers.</p> <p>To rehearse to improve my playing ability.</p> <p>Improvising is making up your own tunes on the spot.</p> <p>A composition is music created by you and kept in some way. It can be performed again.</p> <p>A performance is sharing planned music with other people.</p>
TERM 3 Three Little Birds Reggae	<p>Sing or rap 2-3 songs from memory and who sang or wrote them.</p> <p>Confidently identify the pulse in different styles of music. Explain what the words to a song mean.</p> <p>Identify the main sections of a song</p>	<p>2-3 songs and their musical styles.</p> <p>Names of instruments used in different songs we are focusing on.</p> <p>Songs often have an introduction, verses and a chorus.</p> <p>What a song's message is about by the lyrics.</p>

	<p>(introduction, verse and chorus). Discuss the musical dimensions of a song and where they are used such as tempo, rhythm and pitch. <i>Rhythm copy back: create my own simple rhythms. Play one or more parts from our song on an instrument. Sing in unison and in simple two parts.</i> Sing with an awareness of the pulse internally. <i>Play and improvise: using two notes to improvise a copy back.</i> Create a simple melody using 1-3 notes that can be performed again. Talk about my composition using musical terms such as pulse, rhythm and pitch. Record a performance and explain what I liked about it. Play 'A' and 'G' notes Play 'C' and 'A' notes <i>Play 'C', 'D', 'E', 'G', 'A' and 'Bb' notes</i></p>	<p>The musical dimensions of a song and where they are used such as tempo, rhythm and pitch. How pulse, rhythm and pitch work together to create a song. A choir follows a leader or conductor. Songs can make you feel different things e.g. happy, sad, energetic. To rehearse to improve my playing ability. Mistakes can't be made when improvising with given notes. There are different ways of recording compositions e.g. letter names, symbols, audio. A performance is made better by singing or playing clearly and with confidence.</p>
<p>TERM 4 Lean on Me Gospel</p>	<p>Sing or rap 3-4 songs from memory and who sang or wrote them. Confidently identify the pulse in different styles of music. Reference musical dimensions such as rhythm, pitch, tempo and dynamics when discussing unit songs. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Confidently use musical vocabulary when discussing songs. <i>Rhythm copy back: lead the class using my own simple rhythms.</i> Pitch copy back with 2 notes: listen and sing back. Sing in unison and in simple two parts. <i>Sing with an awareness of the pulse internally.</i> Play one or more parts from our song on an instrument from memory or using notation. <i>Lead a playing section during our unit song.</i> Play and improvise: using two notes to improvise a copy back in pairs. Create a simple melody using 1-4 notes that can be performed again. Talk about my composition using musical terms such as pulse, rhythm, pitch and dynamics. <i>Record compositions using some form of written notation showing a link between sounds and symbols.</i> Record a performance and explain what I liked about it and how it made them feel. Choose what to perform and help create a programme. Play the 'C' note Play the 'C' and 'F' notes Play the 'E', 'F' and 'G' notes <i>Play the 'G', 'A', 'B', 'C', 'D' and 'E' notes</i></p>	<p>3-4 songs and their musical styles. Style indicators of a song of my choice e.g. What makes it sound like rock music? Names of instruments used in the unit song. The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Rhythm is the short and long patterns over the pulse and the difference between pulse and rhythm. That pitch are the high and low sounds that create melodies. Singing as part of an ensemble or large group is fun, but we must listen to each other. Different instruments I have used e.g. glockenspiel, triangle, shakers and instruments played in bands or orchestras. Mistakes can't be made when improvising with given notes. There are different ways of recording compositions e.g. letter names, symbols, audio. A performance is made better by singing or playing clearly and with confidence.</p>

<p style="text-align: center;">TERM 5 Bringing Us Together Disco</p>	<p>Sing or rap 4-5 songs from memory and who sang or wrote them. Confidently identify and move to the pulse in different styles of music. Explain what the words to a song mean and how they make me feel. Listen respectfully to other people's opinions. Identify the main sections of a song (introduction, verse and chorus) Identify and discuss the musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. <i>Pitch copy back with 2 notes: copy back with an untuned instrument.</i> Play one or more parts from our song on an instrument from memory or using notation. Sing in unison and in simple two parts. Sing with an awareness of the pulse internally. <i>Play and improvise: using two notes to improvise a copy back, using instruments and singing.</i> Create a simple melody using 1-5 notes that can be performed again. Talk about my composition using musical terms such as pulse, rhythm, pitch, dynamics and tempo. Record compositions using some form of written notation showing a link between sounds and symbols. Record a performance and explain what I liked about it and how it made them feel and what they could do to improve it. Play 'C', note Play 'G', 'A' and 'C' notes</p>	<p>4-5 songs and their musical styles. Names of instruments used in different songs we are focusing on. Songs often have an introduction, verses and a chorus. What a song's message is about by the lyrics. The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. How pulse, rhythm and pitch work together to create a song. Singing as part of an ensemble or large group is fun, but we must listen to each other. To rehearse to improve my playing ability. Mistakes can't be made when improvising with given notes. There are different ways of recording compositions e.g. letter names, symbols, audio. A performance is a way of communicating feelings, thoughts and ideas about music.</p>
<p style="text-align: center;">TERM 6 Reflect, Rewind and Replay</p>	<p>Sing or rap 5-6 songs from memory and recall who sang or wrote them. Confidently identify the pulse in different styles of music. <i>Reference musical dimensions such as rhythm, pitch, tempo, texture and dynamics when discussing unit songs, and how they work together.</i> Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Confidently use a range of musical vocabulary when discussing songs. Pitch copy back with 2 notes: copy back with a tuned instrument <i>Pitch copy back with 2 notes: copy back with a tuned instrument with notation.</i> Listen to the group when singing and rejoin if lost. Play one or more parts from our song on an instrument from memory or using notation. Lead a playing section during our unit song. <i>Play and improvise: using two notes to</i></p>	<p>5-6 songs and their musical styles. Style indicators of a song of two or more songs e.g. What makes it sound like rock music? Names of instruments used in the unit song. The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Rhythm is the short and long patterns over the pulse and the difference between pulse and rhythm. That pitch are the high and low sounds that create melodies. Musical leadership is creating musical ideas for others to follow. Mistakes can't be made when improvising with given notes. When improvising I can use riffs from songs I know. There are different ways of recording compositions e.g. letter names, symbols, audio. A performance is a way of communicating</p>

	<p><i>improvise a copy back, using instruments and singing in pairs taking turns.</i></p> <p>Create a simple melody using 2-5 note that can be performed again.</p> <p>Talk about my composition using musical terms such as pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record compositions using some form of written notation showing a link between sounds and symbols.</p> <p>Record a performance and explain what I liked about it and how it made them feel and what they could do to improve it.</p> <p><i>Choose what to perform and help create a programme.</i></p> <p>Present a musical performance designed to capture an audience e.g. thinking about positioning on a stage or classroom, volume, singing and playing in unison.</p> <p>Play using notes from the unit.</p> <p>Recall facts about our classical composer: Handel</p>	<p>feelings, thoughts and ideas about music and can be different depending on the occasion.</p>
	<p>'I CAN' <i>The skills I have learnt...</i></p>	<p>'I KNOW' <i>The knowledge I have...</i></p>
<p>TERM 1 Mamma Mia Abba Pop</p>	<p>Sing or rap 1-2 songs from memory and who sang or wrote them.</p> <p>Identify the pulse in different styles of music. Reference musical dimensions such as rhythm and pitch when discussing unit songs.</p> <p>Talk about how music makes me feel.</p> <p>Begin to use musical vocabulary when discussing songs. Find the pulse in our focus song.</p> <p>Demonstrate a good singing posture. Sing with awareness of being in tune.</p> <p>Treat instruments with respect.</p> <p>Play one part from our unit song on an instrument.</p> <p><i>Play and improvise: use one note to improvise a copy back.</i></p> <p>Create a simple melody using one note that can be performed again.</p> <p>Talk about my composition using musical terms such as pulse.</p> <p>Explain where best to stand or sit when performing. Play the 'G' note</p> <p>Play the 'G' and 'A' notes</p> <p><i>Play the 'G', 'A', 'B' and 'C' notes</i></p>	<p>1-2 songs and their musical styles.</p> <p>What a song's message is about by the lyrics. Songs often have an introduction, verses and a chorus.</p> <p>Names of instruments used in the unit song.</p> <p>How pulse, rhythm and pitch work together to create a song.</p> <p>The pulse is the heartbeat of a song.</p> <p>The difference between pulse and rhythm.</p> <p>Singing in a group is called a choir.</p> <p>Why you must warm up your voice.</p> <p>Different instruments I have used e.g. glockenspiel, triangle, shakers.</p> <p>To rehearse to improve my playing ability.</p> <p>Improvising is making up your own tunes on the spot.</p> <p>A composition is music created by you and kept in some way. It can be performed again.</p> <p>A performance is sharing planned music with other people.</p>
<p>TERM 2 Glockenspiel Stage 1</p>	<p>Sing or rap 1-2 songs from memory and who sang or wrote them.</p> <p>Find the pulse in different styles of music. Explain what the words to a song mean.</p> <p>Rhythm copy back: clap and say back rhythms.</p> <p>Play one or more parts from our song on an instrument. Demonstrate a good singing</p>	<p>1-2 songs and their musical styles.</p> <p>Names of instruments used in different songs we are focusing on.</p> <p>Songs often have an introduction, verses and a chorus. What a song's message is about by the lyrics.</p> <p>How to find and demonstrate the pulse and</p>

	<p>posture. Follow a leader when singing. Sing with awareness of being in tune. Sing with an awareness of the pulse internally. Play and improvise: use one note to improvise a copy back in pairs. Create a simple melody using one or two notes that can be performed again. Talk about my composition using musical terms such as pulse and rhythm. Explain where best to stand or sit when performing, and demonstrate good posture and breathing. Play 'A' and 'G' notes Play 'C' and 'A' notes <i>Play 'C', 'D', 'E', 'G', 'A' and 'Bb' notes</i></p>	<p>know the difference between pulse and rhythm. Singing in a group is called a choir. Why you must warm up your voice. To follow musical instructions from a leader. Improvising is making up your own tunes on the spot. A composition is music created by you and kept in some way. It can be performed again. A performance is sharing planned music with other people.</p>
<p>TERM 3 Stop! Grime</p>	<p>Sing or rap 2-3 songs from memory and who sang or wrote them. Confidently identify the pulse in different styles of music. Reference musical dimensions such as rhythm, pitch, tempo and dynamics when discussing unit songs. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use musical vocabulary when discussing songs. Rhythm copy back: create my own simple rhythms. Sing in unison and in simple two parts. Sing with an awareness of the pulse internally. Play one or more parts from our song on an instrument. <i>Play and improvise: using two notes to improvise a copy back.</i> Create a simple melody using 1-3 notes that can be performed again. Talk about my composition using musical terms such as pulse, rhythm and pitch. Record a performance and explain what I liked about it.</p>	<p>2-3 songs and their musical styles. Style indicators of a song of my choice e.g. What makes it sound like rock music? Lyrics can be written around a theme Songs often have an introduction, verses and a chorus. Names of instruments used in the unit song. The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics and pitch. Rhythm is the short and long patterns over the pulse. That pitch are the high and low sounds that create melodies. A choir follows a leader or conductor. Songs can make you feel different things e.g. happy, sad, energetic. Different instruments I have used e.g. glockenspiel, triangle, shakers and instruments played in bands or orchestras. Mistakes can't be made when improvising with given notes. There are different ways of recording compositions e.g. letter names, symbols, audio. A performance is made better by singing or playing clearly and with confidence.</p>
<p>TERM 4 The Dragon Song Pop</p>	<p>Sing or rap 3-4 songs from memory and who sang or wrote them. Confidently identify the pulse in different styles of music. Explain what the words to a song mean and how they make me feel. Listen respectfully to other people's opinions. Identify the main sections of a song (introduction, verse and chorus). Identify and discuss the musical dimensions of a song and where they are used such as tempo, rhythm, dynamics and pitch. <i>Rhythm copy back: lead the class using my own simple rhythms.</i></p>	<p>3-4 songs and their musical styles. Names of instruments used in different songs we are focusing on. Songs often have an introduction, verses and a chorus. What a song's message is about by the lyrics. The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics and pitch. How pulse, rhythm and pitch work together to create a song. Singing as part of an ensemble or large group is fun, but we must listen to each other.</p>

	<p>Bronze: Pitch copy back with 2 notes: listen and sing back. Play one or more parts from our song on an instrument from memory or using notation.</p> <p>Sing in unison and in simple two parts.</p> <p>Sing with an awareness of the pulse internally.</p> <p>Create a simple melody using 1-4 notes that can be performed again.</p> <p>Talk about my composition using musical terms such as pulse, rhythm, pitch and dynamics.</p> <p>Record compositions using some form of written notation showing a link between sounds and symbols.</p> <p>Record a performance and explain what I liked about it and how it made them feel.</p> <p>Play 'G', note</p> <p>Play 'G', 'A' and 'B' notes</p> <p><i>Play 'E', 'F', 'G', 'A', 'B', 'D' and 'C' notes</i></p>	<p>Songs can make you feel different things e.g. happy, sad, energetic.</p> <p>To rehearse to improve my playing ability.</p> <p>Mistakes can't be made when improvising with given notes.</p> <p>There are different ways of recording compositions e.g. letter names, symbols, audio.</p> <p>A performance is made better by singing or playing clearly and with confidence.</p>
<p>TERM 5 Blackbird</p>	<p>Sing or rap 4-5 songs from memory and who sang or wrote them.</p> <p>Confidently identify the pulse in different styles of music. Reference musical dimensions such as rhythm, pitch, tempo, texture and dynamics when discussing unit songs, and how they work together.</p> <p>Talk about how music makes me feel and listen carefully and respectfully to other people's opinions.</p> <p>Confidently use a range of musical vocabulary when discussing songs.</p> <p>Pitch copy back with 2 notes: copy back with an untuned instrument.</p> <p>Listen to the group when singing and rejoin if lost.</p> <p>Play one or more parts from our song on an instrument from memory or using notation.</p> <p>Lead a playing section during our unit song.</p> <p><i>Play and improvise: using two notes to improvise a copy back, using instruments and singing.</i></p> <p>Create a simple melody using 1-5 notes that can be performed again.</p> <p>Talk about my composition using musical terms such as pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record compositions using some form of written notation showing a link between sounds and symbols.</p> <p>Record a performance and explain what I liked about it and how it made them feel and what they could do to improve it. Choose what to perform and help create a programme.</p> <p><i>Present a musical performance designed to capture an audience e.g. thinking about positioning on a stage or classroom, volume, singing and playing in unison.</i></p> <p>Play the 'C' note</p>	<p>4-5 songs and their musical styles.</p> <p>Style indicators of a song of two songs e.g. What makes it sound like rock music?</p> <p>Names of instruments used in the unit song.</p> <p>The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch.</p> <p>Rhythm is the short and long patterns over the pulse and the difference between pulse and rhythm.</p> <p>That pitch are the high and low sounds that create melodies.</p> <p>Musical leadership is creating musical ideas for others to follow.</p> <p>A solo singer makes a thinner texture that a large group.</p> <p>Different instruments I have used e.g. glockenspiel, triangle, shakers and instruments played in bands or orchestras.</p> <p>Mistakes can't be made when improvising with given notes.</p> <p>When improvising I can use riffs from songs I know.</p> <p>There are different ways of recording compositions e.g. letter names, symbols, audio.</p> <p>A performance is a way of communicating feelings, thoughts and ideas about music and can be different depending on the occasion.</p>

	<p>Play the 'C' and 'B' notes Play the 'G', 'A', 'B' and 'C' notes <i>Play the 'C', 'D', 'E', 'F' and 'G' notes</i></p>	
<p>TERM 6 Reflect, Rewind and Replay</p>	<p>Sing or rap 5-6 songs from memory and who sang or wrote them. Confidently identify and move to the pulse in different styles of music. Explain what the words to a song mean and how they make me feel. Listen respectfully to other people's opinions. Silver: Pitch copy back with 2 notes: copy back with a tuned instrument. Gold: Pitch copy back with 2 notes: copy back with a tuned instrument with notation. Play one or more parts from our song on an instrument from memory or using notation. Sing in unison and in simple two parts. Sing with an awareness of the pulse internally. <i>Play and improvise: using two notes to improvise a copy back, using instruments and singing in pairs taking turns.</i> Create a simple melody using 2-5 note that can be performed again. Talk about my composition using musical terms such as pulse, rhythm, pitch, dynamics and tempo. Record compositions using some form of written notation showing a link between sounds and symbols. Record a performance and explain what I liked about it and how it made them feel and what they could do to improve it. Play 'C', 'F' and 'G' notes <i>Play 'E', 'F', 'G', 'A', 'B, and 'C' notes</i> Recall facts about our classical composer: Elgar</p>	<p>5-6 songs and their musical styles. Names of instruments used in different songs we are focusing on. How pulse, rhythm and pitch work together to create a song. Singing as part of an ensemble or large group is fun, but we must listen to each other. To rehearse to improve my playing ability. Mistakes can't be made when improvising with given notes. A performance is a way of communicating feelings, thoughts and ideas about music.</p>
<p>Greater Depth</p>	<p>Year 3 A child working at greater depth can: Recognise most of the instruments they hear in their units Create simple rhythms using singing and instruments Create their own rhythms for copy-back games and lead others. Offer carefully worded feedback about others' performances.</p> <p>Year 4 A child working at greater depth can: Begin to take more of a leadership role within the organisation of performances. Be a leader within a performance and be a person children can follow if they lose their place.</p>	<p>Year 3 Key Vocabulary: Musical dimensions, lyrics, texture, dynamics, tempo, conductor, ensemble, choir, internally, rehearse, composition, notation</p> <p>Year 4 Key Vocabulary: Riff, theme, orchestra <i>Prior vocabulary: Pulse, rhythm, rhyme, key, note, melody, pitch, instruments, compose, glockenspiel, voice, performance, audience, improvise, tuned, respect, chorus, response, answer, high, low, unison, warm-up, untuned, style, warm up, pitch shapes, Musical dimensions, lyrics, texture, dynamics, tempo, conductor, ensemble, choir, internally, rehearse, composition, notation</i></p>

**Learning Pathway: Music
Shakespeare Year A**

		'I CAN' <i>The skills I have learnt...</i>	'I KNOW' <i>The knowledge I have...</i>
TERM 1 Livin on a Prayer Rock		<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Copy back: on beat rhythms and words of the unit song. <i>Lead the class by inventing rhythms for others to copy back.</i> Sing in unison and sing backing vocals. Enjoy experimenting singing a solo. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with prompts. Listen to and follow musical instructions from a leader (conductor). Play and copy back: copy back one note using instruments. Play and improvise: question and answer using one note. Improvisation: improvise using one note. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and discuss how I would create a programme of music. Record a performance and compare it to a previous performance. Discuss venue types appropriate for songs and artists.</p>	<p>Know and can sing or rap 1-2 songs from memory, who sang or wrote them, and when they were written. Style indicators of a song e.g. What makes it sound like rock music? The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Names of instruments used in the unit song. The historical context of my unit song. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep internal pulse. How to sing in unison or backing vocals. Know and can talk about writing music down e.g. staff notation (vertical scale) or pitch shapes. Improvisation is making up tunes on the spot and that they have never been heard before. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. A performance is sharing planned music with other people. A performance is made better by singing or playing clearly and with confidence.</p>
	<p>TERM 2 Classroom Jazz 2 Bacharach Blues</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Bronze: Copy back: on beat rhythms and words of the unit song. Silver: Lead the class by inventing rhythms for others to copy back.</p>	<p>Know and can sing or rap 1-2 songs and when they were written. Style indicators of two songs e.g. What makes it sound like rock music? One or two songs and their style indicators (musical characteristics). Discussing: Lyrics, musical dimensions and structure. Songs can have a historical context, both musically and socially. The musical dimensions of a song and how they are used in a song (tempo, rhythm,</p>

	<p><i>Lead the class by inventing rhythms for others to copy back.</i></p> <p>Sing in unison and sing backing vocals. Enjoy experimenting singing a solo and listen to the group when singing a solo. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with prompts. Listen to and follow musical instructions from a leader (conductor). Play and copy back: copy back one note using instruments. Play and improvise: question and answer using one note.</p> <p><i>Improvisation: improvise using one note.</i> <i>Improvise with feeling for the style of Bossa Nova and Swing using the notes D, E, G, A and B. (Pentatonic scale/ five note pattern.)</i></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and discuss how I would create a programme of music. Record a performance and compare it to a previous performance. Discuss venue types appropriate for songs and artists.</p>	<p>dynamics, texture and pitch.) A song's main features and can discuss different types of vocals within a song and can discern meaning from lyrics. Names of instruments used in the unit song. Improvisation is making up tunes on the spot and that they have never been heard before. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. A well-known improvising musician. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. A performance is sharing planned music with other people. A performance is made better by singing or playing clearly and with confidence.</p>
<p>TERM 3 Make you Feel My Love Ballads</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms and words of the unit song. Lead the class by inventing rhythms for others to copy back, and copy back 2 note riffs by ear and with notation. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation.</i> Sing in unison and sing backing vocals. Enjoy experimenting singing a solo and listen to the group when singing a solo. Demonstrate good singing posture and breathing</p>	<p>Know and can sing or rap 2-3 songs from memory, who sang or wrote them, and when they were written. Style indicators of two or more songs e.g. What makes it sound like rock music? The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Names of instruments used in the unit song. The historical context of 2 or more songs. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep internal pulse. That musical leadership is forming and contributing to ideas for a performance. How to sing in unison, backing vocals, lead vocals or rapping. Know and can talk about writing music down e.g. staff notation (vertical scale), pitch shapes or symbols. Which instruments might be played in a rock band, jazz band or an orchestra.</p>

	<p>techniques. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Listen to and follow musical instructions from a leader (conductor), and perform my part within the unit song. Play and copy back: copy back two notes using instruments. Play and improvise: question and answer using two notes. Improvisation: improvise using two notes. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Listen and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and create a programme of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon. Discuss venue types appropriate for songs and artists.</p>	<p>Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. A well-known improvising musician. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence.</p>
<p>TERM 4 You've Got a Friend 70s Ballad Pop</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms and words of the unit song. Lead the class by inventing rhythms for others to copy back, and copy back 2 note riffs by ear and with notation. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation.</i> Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you</p>	<p>Know and can sing or rap 3-4 songs from memory, who sang or wrote them, when they were written and why they were written if appropriate. Style indicators of two or more songs e.g. What makes it sound like rock music? Two or three songs and their style indicators (musical characteristics). Discussing: Lyrics, musical dimensions and structure. Songs can have a historical context, both musically and socially. The musical dimensions of a song and how they are used in a song (tempo, rhythm, dynamics, texture and pitch.) The style of the songs so you can represent the feeling and context to your audience (how the song is delivered) A song's main features and can discuss different types of vocals within a song and can discern meaning from lyrics. The importance of warming up your voice and good posture.</p>

	<p>fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Listen to and follow musical instructions from a leader (conductor), and perform my part within Play and copy back: copy back two notes using instruments. Play and improvise: question and answer using two notes. Improvisation: improvise using two notes. 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 and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial. Choose what to perform and create a programme of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon.</p>	<p>Know and be able to talk about the notes C, D, E, F, G, A, B and C or the treble stave. Which instruments might be played in a rock band, jazz band or an orchestra. Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. One or two well-known improvising musicians. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation is the connection between sound and symbol. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence. A performance involves communicating ideas, thoughts and feelings about the song or music.</p>
<p>TERM 5 Dancing in the Street Motown</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms, one note riffs and words of the unit song. Lead the class by inventing rhythms for others to copy back, copy back 2 note riffs by ear and with notation, and question and answer with 2 different notes. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation, and question and answer with 3 different notes.</i> Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you fit within a group.</p>	<p>Know and can sing or rap 4-5 songs from memory, who sang or wrote them, when they were written and why they were written if appropriate. Style indicators of two or more songs e.g. What makes it sound like rock or classical music? The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Names of instruments used in the unit song and others such as classical or jazz music. The historical context of 2 or more songs. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. That musical leadership is forming and contributing to ideas for a performance. How to sing in unison, backing vocals, lead vocals, solo or rapping. Know and be able to talk about the notes C, D, E, F, G, A, B and C or the treble stave. Which instruments might be played in a rock band, jazz band or an orchestra. Improvisation is making up tunes on the spot, that they have never been heard before</p>

	<p>Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Listen to and follow musical instructions from a leader (conductor), and perform my part within the unit song. Lead a rehearsal session. <i>Play and copy back: copy back three notes using instruments.</i> <i>Play and improvise: question and answer using three notes.</i> <i>Improvisation: improvise using three notes.</i> <i>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.</i> Explain the keynote or home note and the structure of the melody. Listen and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and create a programme of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon.</p>	<p>and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. Two or three well-known improvising musicians. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation is the connection between sound and symbol. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence. A performance involves communicating ideas, thoughts and feelings about the song or music.</p>
<p>TERM 6 Reflect, Rewind and Replay Classical</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms, one note riffs and words of the unit song. Lead the class by inventing rhythms for others to copy back, copy back 2 note riffs by ear and with notation, and question and answer with 2 different notes. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation, and question and answer with 3 different notes.</i> Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you fit with in a group.</p>	<p>I know and can sing or rap 5-6 songs from memory, who sang or wrote them, when they were written and why they were written if appropriate. Style indicators of two or more songs e.g. What makes it sound like rock or classical music? Three or four songs and their style indicators (musical characteristics). Discussing: Lyrics, musical dimensions and structure. Songs can have a historical context, both musically and socially. People have a musical identity, and they can be different of other peoples. The musical dimensions of a song and how they are used in a song (tempo, rhythm, dynamics, texture and pitch.) Musical leadership and creating ideas for a group to copy or respond to. The style of the songs so you can represent the feeling and context to your audience (how the song is delivered) A song's main features and can discuss different types of vocals within a song and can discern meaning from lyrics. The importance of warming up your voice and</p>

	<p>Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Lead a rehearsal session. <i>Play and copy back: copy back three notes using instruments.</i> <i>Play and improvise: question and answer using three notes.</i> <i>Improvisation: improvise using three notes.</i> <i>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.</i> Explain the keynote or home note and the structure of the melody. Listen and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and create a programme of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon. Recall facts about our classical composer: Tchaikovsky</p>	<p>good posture. Know and be able to talk about the notes C, D, E, F, G, A, B and C or the treble stave. Which instruments might be played in a rock band, jazz band or an orchestra. Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. Two or three well-known improvising musicians. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. Notation is the connection between sound and symbol. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence. A performance involves communicating ideas, thoughts and feelings about the song or music.</p>
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**Learning Pathway: Music
Shakespeare Year B**

	<p align="center">'I CAN' <i>The skills I have learnt...</i></p>	<p align="center">'I KNOW' <i>The knowledge I have...</i></p>
<p>TERM 1 Happy Pop/Neo Soul</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Copy back: on beat rhythms and words of the unit song. <i>Lead the class by inventing rhythms for others to copy back.</i> Sing in unison and sing backing vocals. Enjoy experimenting singing a solo. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with prompts. Listen to and follow musical instructions</p>	<p>Know and can sing or rap 1-2 songs from memory, who sang or wrote them, and when they were written. Style indicators of a song e.g. What makes it sound like rock music? One or two songs and their style indicators (musical characteristics). Discussing: Lyrics, musical dimensions and structure. Songs can have a historical context, both musically and socially. The musical dimensions of a song and how they are used in a song (tempo, rhythm, dynamics, texture and pitch.) The style of the songs so you can represent the feeling and context to your audience (how the song is delivered) A song's main features and can discuss different types of vocals within a song and can discern meaning from lyrics. Names of instruments used in the unit song. Improvisation is making up tunes on the spot</p>

	<p>from a leader (conductor). Play and copy back: copy back one note using instruments. Play and improvise: question and answer using one note. Improvisation: improvise using one note. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and discuss how I would create a programme of music. Record a performance and compare it to a previous performance. Discuss venue types appropriate for songs and artists.</p>	<p>and that they have never been heard before. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. A performance is sharing planned music with other people. A performance is made better by singing or playing clearly and with confidence.</p>
<p>TERM 2 Classroom Jazz Bossa Nova Swing</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Copy back: on beat rhythms and words of the unit song. <i>Lead the class by inventing rhythms for others to copy back.</i> Sing in unison and sing backing vocals. Enjoy experimenting singing a solo and listen to the group when singing a solo. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with prompts. Listen to and follow musical instructions from a leader (conductor). Play and copy back: copy back one note using instruments. Play and improvise: question and answer using one note. Improvisation: improvise using one note. Improvise with feeling for the style of Bossa Nova and Swing using the notes D, E, G, A and B. (Pentatonic scale/ five note pattern.) Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and discuss how I would</p>	<p>Know and can sing or rap and when they were written. Style indicators of two songs e.g. What makes it sound like rock music? The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Names of instruments used in the unit song. The historical context of my unit song. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep internal pulse. How to sing in unison, backing vocals or rapping. Know and can talk about writing music down e.g. staff notation (vertical scale) or pitch shapes. Improvisation is making up tunes on the spot and that they have never been heard before. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. A well-known improvising musician. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. A performance is sharing planned music with other people. A performance is made better by singing or playing clearly and with confidence.</p>

	<p>create a programme of music. Record a performance and compare it to a previous performance. Discuss venue types appropriate for songs and artists.</p>	
<p>TERM 3 A New Year Carol Classical Urban Gospel</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Bronze: Copy back: on beat and off beat (syncopated) rhythms and words of the unit song. Silver: Lead the class by inventing rhythms for others to copy back, and copy back 2 note riffs by ear and with notation. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation.</i> Sing in unison and sing backing vocals. Enjoy experimenting singing a solo and listen to the group when singing a solo. Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Listen to and follow musical instructions from a leader (conductor), and perform my part within the unit song. Play and copy back: copy back two notes using instruments. Play and improvise: question and answer using two notes. Improvisation: improvise using two notes. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Listen and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and create a programme</p>	<p>Know and can sing or rap 2-3 songs from memory, who sang or wrote them, and when they were written. Style indicators of two or more songs e.g. What makes it sound like rock music? Two or three songs and their style indicators (musical characteristics). Discussing: Lyrics, musical dimensions and structure. Songs can have a historical context, both musically and socially. The musical dimensions of a song and how they are used in a song (tempo, rhythm, dynamics, texture and pitch.) The style of the songs so you can represent the feeling and context to your audience (how the song is delivered) A song's main features and can discuss different types of vocals within a song and can discern meaning from lyrics. Know and can talk about writing music down e.g. staff notation (vertical scale), pitch shapes or symbols. Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. A well-known improvising musician. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence.</p>

	<p>of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon. Discuss venue types appropriate for songs and artists.</p>	
<p>TERM 4 The Fresh Prince Old Skool Hip-Hop</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms and words of the unit song. Lead the class by inventing rhythms for others to copy back, and copy back 2 note riffs by ear and with notation. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation.</i> Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Listen to and follow musical instructions from a leader (conductor), and perform my part within the unit song. Silver: play and copy back: copy back two notes using instruments. Play and improvise: question and answer using two notes. Improvisation: improvise using two notes. 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 and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial.</p>	<p>Know and can sing or rap 3-4 songs from memory, who sang or wrote them, when they were written and why they were written if appropriate. Style indicators of two or more songs e.g. What makes it sound like rock music? The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Names of instruments used in the unit song and others such as classical or jazz music. The historical context of 2 or more songs. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. That musical leadership is forming and contributing to ideas for a performance. How to sing in unison, backing vocals, lead vocals, solo or rapping. Know and be able to talk about the notes C, D, E, F, G, A, B and C or the treble stave. Which instruments might be played in a rock band, jazz band or an orchestra. Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. One or two well-known improvising musicians. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation is the connection between sound and symbol. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence. A performance involves communicating ideas, thoughts and feelings about the song or</p>

	<p>Choose what to perform and create a programme of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon.</p>	<p>music.</p>
<p>TERM 5 Music and Me Create</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms, one note riffs and words of the unit song. Lead the class by inventing rhythms for others to copy back, copy back 2 note riffs by ear and with notation, and question and answer with 2 different notes. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation, and question and answer with 3 different notes.</i> Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Listen to and follow musical instructions from a leader (conductor), and perform my part within the unit song. Lead a rehearsal session. <i>Play and copy back: copy back three notes using instruments.</i> <i>Play and improvise: question and answer using three notes.</i> <i>Improvisation: improvise using three notes.</i> Create simple melodies using up to five different notes and simple rhythms inspired by my identity. Explain the keynote or home note and the structure of the melody. Listen and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and create a programme</p>	<p>People have a musical identity, and they can be different of other peoples. The musical dimensions of a song and how they are used in a song (tempo, rhythm, dynamics, texture and pitch.) Musical leadership and creating ideas for a group to copy or respond to. The style of the songs so you can represent the feeling and context to your audience (how the song is delivered). A song's main features and can discuss different types of vocals within a song and can discern meaning from lyrics. The importance of warming up your voice and good posture. Know and be able to talk about the notes C, D, E, F, G, A, B and C or the treble stave. Which instruments might be played in a rock band, jazz band or an orchestra. Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. Two or three well-known improvising musicians. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation is the connection between sound and symbol. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence. A performance involves communicating ideas, thoughts and feelings about the song or music.</p>

	<p>of music. Record a performance and compare it to a previous performance using musical terminology e.g. rhythm, dynamics and evaluate what went well and what could be improved upon.</p>	
<p>TERM 6 Reflect, Rewind and Replay Classical</p>	<p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about the musical similarities and differences. Talk about how music makes me feel and listen carefully and respectfully to other people's opinions. Use a range of musical vocabulary when appraising songs. Reference musical dimensions (pitch, rhythm, texture etc.) working together in the unit songs. Copy back: on beat and off beat (syncopated) rhythms, one note riffs and words of the unit song. Lead the class by inventing rhythms for others to copy back, copy back 2 note riffs by ear and with notation, and question and answer with 2 different notes. <i>Lead the class by inventing rhythms for others to copy back, copy back 3 note riffs by ear and with notation, and question and answer with 3 different notes.</i> Demonstrate good singing posture and breathing techniques. Sing with awareness of being in tune and how you fit within a group. Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that challenges me. E.g. one note, or simple or hard melody parts with notation or by memory. Lead a rehearsal session. <i>Play and copy back: copy back three notes using instruments.</i> <i>Play and improvise: question and answer using three notes.</i> <i>Improvisation: improvise using three notes.</i> 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 and reflect upon the developing composition (my song) and make musical decisions (alterations) about how the melody connects with the song. Record a composition in some way that recognises the connection between sound and symbol. E.g. graphic, pictorial Choose what to perform and create a programme of music. Record a performance and compare it to a previous performance using musical terminology</p>	<p>I know and can sing or rap 5-6 songs from memory, who sang or wrote them, when they were written and why they were written if appropriate. Style indicators of two or more songs e.g. What makes it sound like rock or classical music? The musical dimensions of a song and where they are used such as tempo, rhythm, dynamics, texture and pitch. Names of instruments used in the unit song and others such as classical or jazz music. The historical context of 2 or more songs. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. That musical leadership is forming and contributing to ideas for a performance. How to sing in unison, backing vocals, lead vocals, solo or rapping. Know and be able to talk about the notes C, D, E, F, G, A, B and C or the treble stave. Which instruments might be played in a rock band, jazz band or an orchestra. Improvisation is making up tunes on the spot, that they have never been heard before and they do not need to be written down. Using one or two notes confidently is better than using five. Mistakes can't be made when improvising with given notes. That you can use riffs from unit songs in your improvisations. Two or three well-known improvising musicians. A composition is music created by you and kept in some way, like writing a story. It can be performed again, by you or someone else. Notation is the connection between sound and symbol. A performance is sharing planned music with other people, and is different for each occasion. A performance is made better by singing or playing clearly and with confidence. A performance involves communicating ideas, thoughts and feelings about the song or music.</p>

	<p>e.g. rhythm, dynamics and evaluate what went well and what could be improved upon. Recall facts about our classical composer: Beethoven</p>	
<p>Greater Depth</p>	<p>Year 5 A child working at greater depth can: Use staves to record musical notations. Lead groups and the whole class in small performances. Can play two or more instruments with correct technique. Can perform complex melodies most of the time.</p> <p>Year 6 A child working at greater depth can: Discuss their own musical identity. Compose a piece of music that represents their identity. Use staves to record musical notations. Lead groups and the whole class in small performances. Can play two or more instruments with correct technique. Can perform complex melodies most of the time.</p>	<p>Year 5 Key Vocabulary: Style indicators, historical context, syncopated, syncopation, staff notation, treble stave, simple melody, complex melody, pentatonic scale, venue, evaluate, recorder</p> <p>Year 6 Key Vocabulary: Identity, culture, beliefs, music industry,</p> <p><i>Prior vocabulary: Pulse, rhythm, rhyme, key, note, melody, pitch, instruments, compose, glockenspiel, voice, performance, audience, improvise, tuned, respect, chorus, response, answer, high, low, unison, warm-up, untuned, style, warm up, pitch shapes, Musical dimensions, lyrics, texture, dynamics, tempo, conductor, ensemble, choir, internally, rehearse, composition, notation, riff, theme, orchestra, Style indicators, historical context, syncopated, syncopation, staff notation, treble stave, simple melody, complex melody, pentatonic scale, venue, evaluate, recorder</i></p>