



Music

Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and perform solo.	.	<p>□ Use their voices expressively and creatively by singing songs and speaking chants and rhymes □</p> <p>Play untuned instruments musically</p> <p>□ Listen with concentration and understanding to a range of high-quality live and recorded music □</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>□ Use their voices expressively and creatively by singing songs and speaking chants and rhymes □</p> <p>Play untuned instruments musically □</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music □</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>□ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music □</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>□ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music □</p> <p>Listen with attention to detail and recall sounds with increasing aural memory □</p> <p>Use and understand staff and other musical notations</p> <p>□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>□ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music □</p> <p>Listen with attention to detail and recall sounds with increasing aural memory □</p> <p>Use and understand staff and other musical notations</p> <p>□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>□ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music □</p> <p>Listen with attention to detail and recall sounds with increasing aural memory □</p> <p>Use and understand staff and other musical notations</p> <p>□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □</p>



					and from great composers and musicians Develop an understanding of the history of music.	and from great composers and musicians <input type="checkbox"/> Develop an understanding of the history of music.	Develop an understanding of the history of music.
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<p>Listen and Appraise</p>		<p>Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Knowledge To know what the songs are about. To know and recognize the sound and names of some of the instruments they use.</p>	<p>Skills - To learn how songs can tell a story or describe an idea. Knowledge - To know five songs off by heart. To know that some songs have a chorus or a response/answer part. To know that songs have a musical style.</p>	<p>Skills - To identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the Music. Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song.</p>	<p>Skills To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs</p> <p>e.g. if the song gets louder in the chorus (dynamics) Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. In talk, try to use musical words.</p> <p>Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about some of the style indicators of that song (Musical characteristics that give the song its style) The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc) Name</p>	<p>Skills - To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk, try to use musical words. To talk about the musical dimensions working together in the unit songs. Talk about the music and how it makes you feel. Knowledge - To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about. Any musical</p>	<p>Skills - To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language to describe the music. Knowledge - To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: Musical dimensions where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of songs (intro, verse, chorus</p>
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					some of the instruments they heard in the song.	dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs. Think about the historical context of the songs. What else was going on at this time?	etc.) Name some of the instruments used in songs. Think about the historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity.
Games	.	Skills – Listen to rhythm, copy back, pitch copy back. Knowledge - To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite foods, colours and animals.	Skills To listen to pulse, rhythm, pitch and copy back Knowledge To know that music has a steady pulse, like a heartbeat. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Skills – To identify pulse, rhythm and pitch in vocal warm-ups and copy back. Knowledge Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Skills – To identify pulse, rhythm, pitch in vocal warmups and copy back. Knowledge Know and be able to talk about, how pulse, rhythm and pitch work together. Pulse: Finding the pulse, the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical Leadership: Creating musical ideas for the group to copy or respond to.	Skills - Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns. Knowledge - Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the	Skills - Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns. Knowledge - Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.



						<p>internal pulse. Musical</p> <p>Leadership:</p> <p>creating musical ideas for the group to copy or respond to.</p>	
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Singing		Skills - Learn about voices, singing notes of different	Skills - Learn that they can make different types of	Skills To sing in unison and in simple two-parts. To	Skills - To sing in unison and in simple two-parts. To	Skills - To sing in unison and to sing backing vocals. To	Skills - To sing in unison and to sing backing vocals. To
		<p>pitches (high and low) Learn that they can make different types of sounds with their voices, to rap, or say words in rhythm. Learn to start and stop singing when following a leader. Knowledge - To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>sounds with their voices you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Knowledge - To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping. (spoken word). To know why we need to warm up our voices.</p>	<p>demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune' To have an awareness of the pulse internally when singing. Knowledge - Singing in a group can be called a choir. To know a leader or conductor is a person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice.</p>	<p>demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song when lost. To listen to the group when singing. Knowledge - To know and be able to talk about: Singing in a group can be called a choir, the leader or conductor is a person who the choir or group follow, Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice.</p>	<p>enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Knowledge - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features. Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.</p>	<p>demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Knowledge - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs, to represent the feeling and context to your audience. To choose a song and be able to talk about: Its main features singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.</p>



Playing Instruments		Skills - 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	Skills – Treat instruments with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a onenote, simple or medium	Skills - To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song)	Skills - To treat instruments carefully and with respect. Play any one, or all four differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song	Skills - Play a musical instrument with the correct technique within the context of the song. Select and learn an instrumental part that matches their musical challenge, using one	Skills - Play a musical instrument with the correct technique within the context of the song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, a one-note,
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		challenge, using one of the differentiated parts (a onenote part, a simple part, medium art). Listen to and follow musical instructions from a leader. Knowledge - Learn the names of the notes in their instrumental part when written down. Learn the names of the instruments they are playing.	part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Knowledge - Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Knowledge - To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Knowledge - To know and be able to talk about: The instruments used in class (A glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	of the differentiated parts, a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Knowledge - To know and be able to talk about: Different ways of writing music down e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.	simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Knowledge - To know and be able to talk about: Different ways of writing music down e.g. staff notation, symbols The notes C, D, E F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.
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Improvisation		<p>Skills – clap, sing, play and improvise.</p> <p>Knowledge - Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p>	<p>Skills – Sing, Play and</p> <p>Improvise Knowledge Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.</p>	<p>Skills sing, play, improvise and copy back.</p> <p>Knowledge. To know and be able to talk about improvisation: When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you</p>	<p>Skills - Improvise using instruments in the context of a song they are learning to perform. Sing, play, copy back and improvise. Knowledge - To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not</p>	<p>Skills - Copy back using instruments. Use one note.</p> <p>Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes. Knowledge- know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard</p>	<p>Skills - Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes. Knowledge To know and be able to talk about improvisation. Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written</p>
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				are given, you cannot make a mistake.	written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the challenges in your improvisations.	before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the challenges in your improvisations. To know three well-known improvising musicians.	down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians.
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<p>Composition</p>		<p>Skills - Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. Knowledge Composing is like writing a story with music. Everyone can compose.</p>	<p>Skills - Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. Knowledge Composing is like writing a story with music. Everyone can compose</p>	<p>Skills - 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). Knowledge - To know and be able to talk about: A composition: music that is created by you and kept in</p>	<p>Skills - Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial</p>	<p>Skills - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognizes the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>Skills- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphical notation) . Knowledge - To know and be able to talk about composition, music that is created by you and kept in some way. It's like</p>
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				<p>some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>notation). Knowledge - To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions letter names, symbols, audio etc.)</p>	<p>Knowledge - To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: To recognise the connection between sound and symbol.</p>	<p>writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.</p>
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<p>Performance</p>		<p>Skills - Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. Knowledge - A performance is sharing music with other people, called an audience.</p>	<p>Skills- Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. Knowledge - A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>Skills - 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. Knowledge- To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama!</p>	<p>Skills - To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. Knowledge - To know and be able to talk about Performing, sharing music</p>	<p>Skills - To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect.. To record the performance and compare it to a previous performance. To discuss and talk musically about it. "What went well?" and "It would have been even better if..." Knowledge - To know and be able to talk about: Performing is sharing music with other people, an</p>	<p>Skills - To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if..." Knowledge - To know and be able to talk about: Performing is sharing music with an audience with belief. A performance doesn't have to be a drama! It can be to one</p>
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				<p>It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including lots of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music .</p>	<p>audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learn. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music.</p>	<p>person or to each other Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music.</p>
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