

YEAR 1

	Knowledge	Skills
Listen & Appraise	<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Games	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :</p> <p><b>Game 1 – Have Fun Finding The Pulse!</b> Find the pulse. Choose an animal and find the pulse</p> <p><b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p><b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy</p> <p><b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat</p> <p><b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p>
Singing	To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>
Playing	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>

Improvisation	<ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>
Composition	<ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
Performance	<ul style="list-style-type: none"> <li>A performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>

YEAR 2		
	Knowledge	Skills
Listen & Appraise	<ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>

Games	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :</p> <p><b>Game 1 – Have Fun Finding the Pulse!</b> Find the pulse. Choose an animal and find the pulse.</p> <p><b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p><b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy.</p> <p><b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.</p> <p><b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p>
Singing	<ul style="list-style-type: none"> <li>• To confidently know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about voices singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>
Playing	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes.</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>
Composition	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

Performance	<ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 3		
	Knowledge	Skills
Listen & Appraise	<ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them.</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
Games	<ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li><b>Find the Pulse</b></li> <li><b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Clap and say back rhythms</li> <li><b>Silver:</b> Create your own simple rhythm patterns</li> <li><b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li><b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Copy back – 'Listen and sing back' (no notation)</li> <li><b>Silver:</b> Copy back with instruments, without then with notation</li> <li><b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li><b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

Singing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul>
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p><b>Bronze Challenge:</b></p> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> <p><b>Silver Challenge:</b></p> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> <p><b>Gold Challenge:</b></p> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul>

Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>

YEAR 4		
	Knowledge	Skills
Listen & Appraise	<p>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:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>• The lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>• Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> </ul>

Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: Finding the pulse – the heartbeat of the music</li> <li>• Rhythm: the long and short patterns over the pulse</li> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>
Singing	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being ‘in tune’.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>

Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>



Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 5		
	Knowledge	Skills
Listen & Appraise	<ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>• To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul>

Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p><b>Bronze Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>Silver Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> <p><b>Gold Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul>
Singing	<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo.</li> <li>● To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul>
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>

Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li><b>1. Play and Copy Back</b> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li><b>2. Play and Improvise</b> You will be using up to three notes: <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
-------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 6		
	Knowledge	Skills
Listen & Appraise	<ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>• To know the style of the songs and to name other songs from the Units in those styles.</li> <li>• To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>

Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p><b>Bronze Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>Silver Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> <p><b>Gold Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul>
Singing	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>

Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one, two or three notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p><b>Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> <p><b>Play and Improvise</b> You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p><b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>● Performing is sharing music with an audience with belief</li><li>● A performance doesn't have to be a drama! It can be to one person or to each other</li><li>● Everything that will be performed must be planned and learned</li><li>● You must sing or rap the words clearly and play with confidence</li><li>● A performance can be a special occasion and involve an audience including of people you don't know</li><li>● It is planned and different for each occasion</li><li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>	<ul style="list-style-type: none"><li>● To choose what to perform and create a programme.</li><li>● To communicate the meaning of the words and clearly articulate them.</li><li>● To talk about the venue and how to use it to best effect.</li><li>● To record the performance and compare it to a previous performance.</li><li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------