



Term	Topic(s)	Values	Skills and Knowledge		
EY	ELG: Being Ir	naginative and	Expressive		
Term	Children at the expected level of development will:				
1.1	- Invent, ada	pt and recount r	arratives and stories with peers and their teacher;		
	- Sing a rang	e of well-know	n nursery rhymes and songs;		
EY	Perform song	gs, rhymes, <mark>po</mark> ei	ms and stories with others, and — when appropriate — try to move in time with music.		
Term					
1.2	area of learn	ing. These oppor	provided with enrichment and opportunities that enable them to develop the skills and knowledge within this runities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the nd needs. Children will be supported to develop the Characteristics of Effective Learning		
	These opport	unities may includ	de :		
		-	a rhythmic beat		
	Singing daily		, and the second		
		Listening to a variety of music styles and music from different eras, learning about musicians as our "person of the week"			
We discuss and explore Bob Marley, The Beatles, Nirvana, Aretha Franklin, ABBA, Jake Bugg, Queen, The music for relaxation, music for yoga and mindfulness.					
	Values: Equal	ity, Creativity ar	nd Innovation, Exploration, Pride.		
Y1	Hey You	Collaboration	Listen and Appraise		
Term	Style of main	Equality	Knowledge:		
	song: Old	Creativity and	To know what the songs are about.		
1.1	School Hip-	Innovation	To know and recognise the sound and names of some of the instruments they use.		
	Нор	Exploration	Skills: To learn how they can enjoy moving to music.		
	Unit theme:	Pride			
	How pulse,		Games		
	rhythm and		Knowledge: To know that music has a steady pulse.		
			To know that we can create rhythms from words.		





	pitch work		Skills: These are games which embed pulse, rhythm and pitch.
	together.		Skins: mese are games which embed poise, myrilin and prich.
	logemer.		Singing
			Knowledge: To confidently sing or rap five songs from memory and sing them in unison
			Skills: Learn about voices, singing notes of different pitches (high and low).
			Make different types of sounds with their voices.
			Improvisation:
			Knowledge: Improvisation is about making up your own tunes on the spot.
			Composition:
			Knowledge: Composing is like writing a story with music.
			Everyone can compose.
			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.
			Performance
			Knowledge: A performance is sharing music with other people, called an audience.
			Skills: Choose a song they have learnt from the Scheme and perform it.
			Record the performance and say how they were feeling about it.
Y1	Rhythm In The	Collaboration	Listen and Appraise
Term	Way We	Equality	Knowledge:
	Walk and	Creativity and	To know what the songs are about.
1.2	The Banana	Innovation	To know and recognise the sound and names of some of the instruments they use.
	Rap	Exploration	Skills : To learn how they can enjoy moving to music.
	Style of main	Pride	
	song:		Games
	Reggae		Knowledge: To know that music has a steady pulse.





	Unit theme:		To know that we can create rhythms from words.
	Pulse, rhythm		Skills: These are games which embed pulse, rhythm and pitch.
	and pitch,		
	rapping,		Singing
	dancing and		Knowledge: To confidently sing or rap five songs from memory and sing them in unison
	singing.		Skills: Learn about voices, singing notes of different pitches (high and low).
			Make different types of sounds with their voices.
			Improvisation:
			Knowledge: Improvisation is about making up your own tunes on the spot.
			Composition:
			Knowledge: Composing is like writing a story with music.
			Everyone can compose.
			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.
			Performance
			Knowledge: A performance is sharing music with other people, called an audience.
			Skills: Choose a song they have learnt from the Scheme and perform it.
			Record the performance and say how they were feeling about it.
Y2	Hands, Feet,	Collaboration	Listen and Appraise
Term	Heart	Equality	Knowledge: To know songs off by heart.
1.1	Style of main	Creativity and	To know some songs have a chorus.
' ' '	song:	Innovation	To know that songs have a musical style.
	Afropop,	Exploration	Skills: To learn how they can enjoy moving to music.
	South African	Pride	To learn how songs can tell a story or describe an idea.





Unit theme:	Games
South African	Knowledge: To know that music has a steady pulse.
music	To know that we can create rhythms from words and
	are different from the steady pulse.
	We add high and low sounds, pitch, when we sing and play our instruments.
	Singing
	Knowledge: To confidently know and sing songs from memory.
	To know and understand unison.
	Songs include other ways of using the voice e.g. rapping.
	To know why we need to warm up our voices.
	Skills: Learn about voices singing notes of different pitches (high and low).
	Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
	Learn to find a comfortable singing position.
	Learn to start and stop singing when following a leader.
	Playing
	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.
	Skills: Treat instruments carefully and with respect.
	Play the part in time with the steady pulse.
	Follow musical instructions from a leader.
	Improvisation:
	Knowledge: Improvisation is making up your own tunes on the spot.
	Composition:
	Knowledge: Composing is like writing a story with music.
	Everyone can compose.





			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.
			Performance
			Knowledge: A performance is sharing music with an audience.
			Skills : Choose a song they have learnt and perform it.
			Record the performance and say how they were feeling about it.
Y2	Ho, Ho, Ho	Collaboration	Listen and Appraise
Term	Style of main	Equality	Knowledge: To know songs off by heart.
	song: A song	Creativity and	To know some songs have a chorus.
1.2	with rapping	Innovation	To know that songs have a musical style.
	and	Exploration	Skills: To learn how they can enjoy moving to music.
	improvising	Pride	To learn how songs can tell a story or describe an idea.
	for Christmas		
	Unit theme:		Games
	Festivals and		Knowledge: To know that music has a steady pulse.
	Christmas		To know that we can create rhythms from words and
			are different from the steady pulse.
			We add high and low sounds, pitch, when we sing and play our instruments.
			Singing
			Knowledge: To confidently know and sing songs from memory.
			To know and understand unison.
			Songs include other ways of using the voice e.g. rapping.
			To know why we need to warm up our voices.
			Skills: Learn about voices singing notes of different pitches (high and low).
			Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
			Learn to find a comfortable singing position.
			Learn to start and stop singing when following a leader.





I	Playing
I	Knowledge: Learn the names of the notes in their instrumental part from memory or when written down
I	Know the names of untuned percussion instruments played in class.

Skills: Treat instruments carefully and with respect.

Play the part in time with the steady pulse. Follow musical instructions from a leader.

Improvisation:

Knowledge: Improvisation is making up your own tunes on the spot.

Composition:

Knowledge: Composing is like writing a story with music.

Everyone can compose.

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.

Performance

Knowledge: A performance is sharing music with an audience.

Skills: Choose a song they have learnt and perform it.

Record the performance and say how they were feeling about it.





Term	Topic(s)	Values	Skills and Knowledge		
EY	ELG: Being In	ELG: Being Imaginative and Expressive			
Term		•	el of development will:		
2.1			arratives and stories with peers and their teacher;		
EY			n nursery rhymes and songs;		
	Perform song	ıs, rhymes, poer	ns and stories with others, and — when appropriate — try to move in time with music.		
Term					
2.2		•	provided with enrichment and opportunities that enable them to develop the skills and knowledge within this		
			tunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the		
	children's inte	rests, strengths a	nd needs. Children will be supported to develop the Characteristics of Effective Learning		
	- 1				
		unities may incluc			
	_	• •	a rhythmic beat		
	Singing daily				
	Listening to a	variety of music	styles and music from different eras, learning about musicians as our "person of the week"		
	We discuss ar	nd explore Bob <i>I</i>	Marley, The Beatles, Nirvana, Aretha Franklin, ABBA, Jake Bugg, Queen, The BeeGees, The Stone Roses, music		
			and mindfulness.		
			d Innovation, Exploration, Pride.		
Y1	In the	Collaboration	Listen and Appraise		
Term	Groove	Equality	Knowledge:		
	Style of Main	Creativity and	To know what the songs are about.		
2.1	Song: Blues,	Innovation	To know and recognise the sound and names of some of the instruments they use.		
	Baroque,	Exploration	Skills: To learn how they can enjoy moving to music.		
	Latin,	Pride			
			Games		





Bhangra, Folk, Funk Unit theme: How to be in the groove with different styles of music. **Knowledge**: To know that music has a steady pulse. To know that we can create rhythms from words.

Skills: These are games which embed pulse, rhythm and pitch.

Singing

Knowledge: To confidently sing or rap five songs from memory and sing them in unison

Skills: Learn about voices, singing notes of different pitches (high and low).

Make different types of sounds with their voices.

Playing

Knowledge: Names of the notes.

Learn the names of the instruments they are playing. **Skills**: Treat instruments carefully and with respect.

Play a tuned instrumental part with the song they perform.

Follow musical instructions from a leader.

Improvisation:

Knowledge: Improvisation is about making up your own tunes on the spot.

Composition:

Knowledge: Composing is like writing a story with music.

Everyone can compose.

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.

Performance

Knowledge: A performance is sharing music with other people, called an audience.

Skills: Choose a song they have learnt from the Scheme and perform it.

Record the performance and say how they were feeling about it.





Y 1	Round and	Collaboration	Listen and Appraise
Term	Round	Equality	Knowledge:
_	Style of Main	Creativity and	To know what the songs are about.
2.2	Song: Bossa	Innovation	To know and recognise the sound and names of some of the instruments they use.
	Nova	Exploration	Skills : To learn how they can enjoy moving to music.
	Unit theme:	Pride	
	Pulse, rhythm		Games
	and pitch in		Knowledge: To know that music has a steady pulse.
	different		To know that we can create rhythms from words.
	styles of		Skills : These are games which embed pulse, rhythm and pitch.
	music.		
			Singing
			Knowledge: To confidently sing or rap five songs from memory and sing them in unison
			Skills: Learn about voices, singing notes of different pitches (high and low).
			Make different types of sounds with their voices.
			Playing
			Knowledge: Names of the notes.
			Learn the names of the instruments they are playing.
			Skills: Treat instruments carefully and with respect.
			Play a tuned instrumental part with the song they perform.
			Follow musical instructions from a leader.
			Improvisation:
			Knowledge: Improvisation is about making up your own tunes on the spot.
			Composition:
			Knowledge: Composing is like writing a story with music.
			Everyone can compose.
			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.
			Performance
			Knowledge: A performance is sharing music with other people, called an audience.
			Skills: Choose a song they have learnt from the Scheme and perform it.
			Record the performance and say how they were feeling about it.
Y2	l Wanna	Collaboration	Listen and Appraise
Term	Play in a	Equality	Knowledge: To know songs off by heart.
	Band	Creativity and	To know some songs have a chorus.
2.1	Style of main	Innovation	To know that songs have a musical style.
	song: Rock	Exploration	Skills: To learn how they can enjoy moving to music.
	Unit theme:	Pride	To learn how songs can tell a story or describe an idea.
	Playing		
	together in a		
	band		Games
			Knowledge: To know that music has a steady pulse.
			To know that we can create rhythms from words and
			are different from the steady pulse.
			We add high and low sounds, pitch, when we sing and play our instruments.
			Singing
			Knowledge: To confidently know and sing songs from memory.
			To know and understand unison.
			Songs include other ways of using the voice e.g. rapping.
			To know why we need to warm up our voices.
			Skills: Learn about voices singing notes of different pitches (high and low).
			Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
			Learn to find a comfortable singing position.





			Leave to start and the significant has following a leader
			Learn to start and stop singing when following a leader.
			Playing
			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.
			Skills: Treat instruments carefully and with respect.
			Play the part in time with the steady pulse.
			Follow musical instructions from a leader.
			Improvisation:
			Knowledge: Improvisation is making up your own tunes on the spot.
			Composition:
			Knowledge: Composing is like writing a story with music.
			Everyone can compose.
			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.
			Performance
			Knowledge: A performance is sharing music with an audience.
			Skills: Choose a song they have learnt and perform it.
			Record the performance and say how they were feeling about it.
Y2	Zootime	Collaboration	Listen and Appraise
Term	Style of main	Equality	Knowledge: To know songs off by heart.
	song:	Creativity and	To know some songs have a chorus.
2.2	Reggae	Innovation	To know that songs have a musical style.
	Unit theme:	Exploration	Skills: To learn how they can enjoy moving to music.
	Reggae and	Pride	To learn how songs can tell a story or describe an idea.
	animals		
			Games





Knowledge: To know that music has a steady pulse.

To know that we can create rhythms from words and

are different from the steady pulse.

We add high and low sounds, pitch, when we sing and play our instruments.

Singing

Knowledge: To confidently know and sing songs from memory.

To know and understand unison.

Songs include other ways of using the voice e.g. rapping.

To know why we need to warm up our voices.

Skills: Learn about voices singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).

Learn to find a comfortable singing position.

Learn to start and stop singing when following a leader.

Playing

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.

Skills: Treat instruments carefully and with respect.

Play the part in time with the steady pulse. Follow musical instructions from a leader.

Improvisation:

Knowledge: Improvisation is making up your own tunes on the spot.

Composition:

Knowledge: Composing is like writing a story with music.

Everyone can compose.

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.
Performance
Knowledge: A performance is sharing music with an audience.
Skills: Choose a song they have learnt and perform it.
Record the performance and say how they were feeling about it.





Term	Topic(s)	Values	Skills and Knowledge		
EY	ELG: Being In	ELG: Being Imaginative and Expressive			
Term	Children at th	ne expected leve	el of development will:		
3.1			arratives and stories with peers and their teacher;		
EY			n nursery rhymes and songs;		
	Perform song	ıs, rhymes, <mark>po</mark> er	ns and stories with others, and — when appropriate — try to move in time with music.		
Term					
3.2		•	provided with enrichment and opportunities that enable them to develop the skills and knowledge within this		
			tunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the		
	children's inte	rests, strengths a	nd needs. Children will be supported to develop the Characteristics of Effective Learning		
	- 1				
		unities may includ			
	_	• •	a rhythmic beat		
	Singing daily				
	Listening to a	variety of music	styles and music from different eras, learning about musicians as our "person of the week"		
	We discuss ar	nd explore Bob <i>I</i>	Marley, The Beatles, Nirvana, Aretha Franklin, ABBA, Jake Bugg, Queen, The BeeGees, The Stone Roses, music		
			and mindfulness.		
			d Innovation, Exploration, Pride.		
Y 1	Your	Collaboration	Listen and Appraise		
Term	Imagination	Equality	Knowledge:		
	Style of Main	Creativity and	To know what the songs are about.		
3.1	Song: Pop	Innovation	To know and recognise the sound and names of some of the instruments they use.		
	Unit theme:	Exploration	Skills: To learn how they can enjoy moving to music.		
	Using your	Pride			
	imagination.		Games		





Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words.

Skills: These are games which embed pulse, rhythm and pitch.

Singing

Knowledge: To confidently sing or rap five songs from memory and sing them in unison

Skills: Learn about voices, singing notes of different pitches (high and low).

Make different types of sounds with their voices.

Playing

Knowledge: Names of the notes.

Learn the names of the instruments they are playing. **Skills**: Treat instruments carefully and with respect.

Play a tuned instrumental part with the song they perform.

Follow musical instructions from a leader.

Improvisation:

Knowledge: Improvisation is about making up your own tunes on the spot.

Composition:

Knowledge: Composing is like writing a story with music.

Everyone can compose.

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.

Performance

Knowledge: A performance is sharing music with other people, called an audience.

Skills: Choose a song they have learnt from the Scheme and perform it.

Record the performance and say how they were feeling about it.





Y1	Reflect,	Collaboration	Listen and Appraise
Term	Rewind &	Equality	Knowledge:
	Replay	Creativity and	To know what the songs are about.
3.2	Style of Main	Innovation	To know and recognise the sound and names of some of the instruments they use.
	Song:	Exploration	Skills: To learn how they can enjoy moving to music.
	Classical	Pride	
	Unit theme:		Games
	The history of		Knowledge: To know that music has a steady pulse.
	music, look		To know that we can create rhythms from words.
	back and consolidate		Skills : These are games which embed pulse, rhythm and pitch.
	your		Singing
	learning,		Knowledge: To confidently sing or rap five songs from memory and sing them in unison
	learn some of		Skills: Learn about voices, singing notes of different pitches (high and low).
	the language		Make different types of sounds with their voices.
	of music.		
			Playing
			Knowledge: Names of the notes.
			Learn the names of the instruments they are playing.
			Skills: Treat instruments carefully and with respect.
			Play a tuned instrumental part with the song they perform.
			Follow musical instructions from a leader.
			Improvisation:
			Knowledge: Improvisation is about making up your own tunes on the spot.
			Composition:
			Knowledge: Composing is like writing a story with music.
			Everyone can compose.
			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.
			Learn new me notes of the composition can be written down and changed it necessary.
			Performance
			Knowledge: A performance is sharing music with other people, called an audience.
			Skills: Choose a song they have learnt from the Scheme and perform it.
			Record the performance and say how they were feeling about it.
Y2	Friendship	Collaboration	Listen and Appraise
	Song	Equality	Knowledge: To know songs off by heart.
Term	Style of Main	Creativity and	To know some songs have a chorus.
3.1	Song: Pop	Innovation	To know that songs have a musical style.
	Unit theme: A	Exploration	Skills: To learn how they can enjoy moving to music.
	song about being friends	Pride	To learn how songs can tell a story or describe an idea.
	3		Games
			Knowledge: To know that music has a steady pulse.
			To know that we can create rhythms from words and
			are different from the steady pulse.
			We add high and low sounds, pitch, when we sing and play our instruments.
			Singing
			Knowledge: To confidently know and sing songs from memory.
			To know and understand unison.
			Songs include other ways of using the voice e.g. rapping.
			To know why we need to warm up our voices.
			Skills: Learn about voices singing notes of different pitches (high and low).
			Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
			Learn to find a comfortable singing position.
			Learn to start and stop singing when following a leader.





			Playing
			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.
			Skills: Treat instruments carefully and with respect.
			Play the part in time with the steady pulse.
			Follow musical instructions from a leader.
			Follow mostcar instructions from a leader.
			Improvisation:
			Knowledge: Improvisation is making up your own tunes on the spot.
			Composition:
			Knowledge: Composing is like writing a story with music.
			Everyone can compose.
			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.
			Performance
			Knowledge: A performance is sharing music with an audience.
			Skills: Choose a song they have learnt and perform it.
			Record the performance and say how they were feeling about it.
Y2	Reflect,	Collaboration	Listen and Appraise
Term	Rewind &	Equality	Knowledge: To know songs off by heart.
	Replay	Creativity and	To know some songs have a chorus.
3.2	Style of Main	Innovation	To know that songs have a musical style.
	Song:	Exploration	Skills: To learn how they can enjoy moving to music.
	Classical	Pride	To learn how songs can tell a story or describe an idea.
	Unit theme:		
	The history of		Games
	music, look		Knowledge: To know that music has a steady pulse.
	back and		To know that we can create rhythms from words and





consolidate	are different from the steady pulse.
your	We add high and low sounds, pitch, when we sing and play our instruments.
learning,	
learn some of	Singing
the language	Knowledge: To confidently know and sing songs from memory.
of music.	To know and understand unison.
	Songs include other ways of using the voice e.g. rapping.
	To know why we need to warm up our voices.
	Skills: Learn about voices singing notes of different pitches (high and low).
	Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
	Learn to find a comfortable singing position.
	Learn to start and stop singing when following a leader.
	Playing
	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.
	Skills : Treat instruments carefully and with respect.
	Play the part in time with the steady pulse.
	Follow musical instructions from a leader.
	Improvisation:
	Knowledge: Improvisation is making up your own tunes on the spot.
	Composition:
	Knowledge: Composing is like writing a story with music.
	Everyone can compose.
	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.
	Performance





Knowledge: A performance is sharing music with an audience.
Skills: Choose a song they have learnt and perform it.
Record the performance and say how they were feeling about it.





Term	Topic(s)	Values	Skills and Knowledge
Y3	Let Your	Collaboration	Listen and Appraise
Term	Spirit Fly	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
	Style of Main	Creativity and	To know the style of a song.
1.1	Song: RnB	Innovation	To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and
	Unit theme:	Exploration	pitch), Main sections of the song, Name some of the instruments they heard in the song
	RnB and	Pride	Skills: To confidently identify and move to the pulse.
	other styles		To think about what the words of a song mean.
			Listen carefully and respectfully to other people's thoughts about the music.
			Games
			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:
			Find the Pulse
			Clap and say back rhythms
			Create your own simple rhythm patterns
			Copy pitch back using 2 notes
			Copy pitch back and vocal warm-ups
			Singing
			Knowledge: To know and be able to talk about:
			o A choir
			Leader or conductor
			Songs can make you feel different things
			 You must listen to each other when singing as part of an ensemble or large group





To know why you must warm up your voice

Skills:

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

Improvisation:

Knowledge: To be able to talk about improvisation:

- O Improvisation is making up your own tunes on the spot
- \circ It is not written down and belongs to them
- $\circ \text{To}$ know that if you improvise using the notes you are given, you cannot make a mistake.

Skills: Improvise using instruments in the context of the song they are learning to perform.

Composition:

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.)

Skills: Help create at least one simple melody using one, three or five different notes.

Record the composition.

Performance

Knowledge: To know and be able to talk about:

You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music

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 discuss the performance - how they were feeling, what they were pleased with what they would change and why.





Y3 Term 1.2	Glockenspiel Stage 1 Unit theme: Exploring & developing playing skills	Collaboration Equality Creativity and Innovation Exploration Pride	Listen and Appraise Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people's thoughts about the music.
			Games 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: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups
			Playing Knowledge: To be able to talk about the instruments used in class (a glockenspiel) Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part





To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them
- •To know that if you improvise using the notes you are given, you cannot make a mistake. **Skills:** Improvise using instruments in the context of the song they are learning to perform.

Composition:

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.)

Skills: Help create at least one simple melody using one, three or five different notes.

Record the composition.

Performance

Knowledge: To know and be able to talk about:

You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music

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 discuss the performance - how they were feeling, what they were pleased with what they would change and why.





Y4	Mamma Mia	Collaboration	Listen and Appraise
Term	Style of Main	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
	Song: Pop	Creativity and	To know the style of the five songs.
1.1	Unit theme:	Innovation	To choose one song and be able to talk about:
	ABBA's music	Exploration	• Some of the style indicators of that song (musical characteristics that give the song its style).
		Pride	• The lyrics: what the song is about.
			• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
			• Identify the main sections of the song (introduction, verse, chorus etc).
			Name some of the instruments they heard in the song.
			Skills:
			• To confidently identify and move to the pulse.
			• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
			 Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.
			When you talk try to use musical words.
			Games
			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
			Time the poise





Clap and say back rhythms
Pitch Copy Back Using 2 Notes
Pitch Copy Back and Vocal Warm-ups
Singing

Knowledge: To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- 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

Skills:

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To listen to the group when singing.

Playing

Knowledge: To know and be able to talk about:

- The instruments used in class.
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills:

- To treat instruments carefully and with respect.
- ullet Play a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:





Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song they are learning to perform.

Composition:

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.)

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.
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:

- Performing is sharing music with other people, an audience
- You need to know and have planned everything that will be performed
- \bullet It involves communicating feelings, thoughts and ideas about the song/music

Skills:

- To choose what to perform.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.





Y4	Glockenspiel	Collaboration	Listen and Appraise
Term	2	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
	Style of Main	Creativity and	To know the style of the five songs.
1.2	Song: Mixed	Innovation	To choose one song and be able to talk about:
	styles	Exploration	• Some of the style indicators of that song (musical characteristics that give the song its style).
	Unit theme:	Pride	• The lyrics: what the song is about.
	Exploring and		• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
	developing		• Identify the main sections of the song (introduction, verse, chorus etc).
	playing skills		Name some of the instruments they heard in the song.
	using the		Skills:
	glockenspiel		To confidently identify and move to the pulse.
			• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
			• Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.
			When you talk try to use musical words.
			Games
			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





Clap and say back rhythms

Playing

Knowledge: To know and be able to talk about:

- The instruments used in class.
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills:

- To treat instruments carefully and with respect.
- Play a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song they are learning to perform.

Composition:

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.)

Skills:

- Help create at least one simple melody using one, three or all five different notes.
- ullet Plan and create a section of music that can be performed within the context of the unit song.
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition.





Y5 Term 1.1	Livin' On a Prayer Style of Main Song: Rock Unit theme: Rock Anthems	Collaboration Equality Creativity and Innovation Exploration Pride	Performance Knowledge: To know and be able to talk about: Performing is sharing music with other people, an audience You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would change and why. Listen and Appraise Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To choose two or three other songs and be able to talk about: Some of the style indicators of the songs The lyrics Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs Name some of the instruments they heard The historical context of the songs. What else was going on at this time? Skills:
			Talk about the music and how it makes you feel





Games

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 internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to.

Skills:

- o Find the pulse
- O Copy back rhythms based on the words of the main song
- Copy back one-note riffs
- O Copy back two-note riffs by ear and with notation

Singing

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:
- \circ The meaning of the lyrics
- \circ The importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- 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.

Playing

Knowledge: To know and be able to talk about:

• Different ways of writing music down – e.g. staff notation, symbols





- The instruments they might play or be played in a band or orchestra or by their friends **Skills:**
- Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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: recognise the connection between sound and symbol

Skills: • Create simple melodies using up to five different notes

- Explain the keynote or home note and the structure of the melody.
- Make musical decisions about how the melody connects with the song.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:

• Everything that will be performed must be planned and learned





Y5	Classroom	Collaboration	 A performance involves communicating ideas, thoughts and feelings about the song/music Skills: To choose what to perform and create a programme. To communicate the meaning of the words and articulate them. To discuss and talk musically about it – "What went well?" and "It would have been even better if?" Listen and Appraise
Term 1.2	Jazz 1 Style of Main Song: Bossa Nova and Swing Unit theme: Jazz and Improvisation	Equality Creativity and Innovation Exploration Pride	Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To choose two or three other songs and be able to talk about: Some of the style indicators of the songs The lyrics Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs Name some of the instruments they heard The historical context of the songs. What else was going on at this time? 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 Listen carefully and respectfully to other people's thoughts about the music. Talk about the music and how it makes you feel Games 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 internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. Skills:





Find	the pu	lse
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- \circ Copy back rhythms based on the words of the main song
- Copy back one-note riffs
- O Copy back two-note riffs by ear and with notation

Singing

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:
- The meaning of the lyrics
- The importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- 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.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.





Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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: recognise the connection between sound and symbol

Skills: • Create simple melodies using up to five different notes

- Explain the keynote or home note and the structure of the melody.
- Make musical decisions about how the melody connects with the song.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:

- Everything that will be performed must be planned and learned
- ullet A performance involves communicating ideas, thoughts and feelings about the song/music

Skills:

- To choose what to perform and create a programme.
- To communicate the meaning of the words and articulate them.
- To discuss and talk musically about it "What went well?" and "It would have been even better if...?"





Y6	Нарру	Collaboration	Listen and Appraise
Term 1.1	Style of Main	Equality	Knowledge: ● To know five songs from memory, who sang or wrote them, when they
	Song:	Creativity and	were written and why?
	Pop/Neo	Innovation	• To know the style of the songs and to name other songs from the
	Soul	Exploration	Units in those styles.
	Unit theme:	Pride	• To choose three or four other songs and be able to talk about:
	Being happy!		The style indicators of the songs
			○ The lyrics
			Any musical dimensions
			o Identify the structure of the songs
			 Name some of the instruments used in the songs
			• 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
			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
			• Listen carefully and respectfully to other people's thoughts about the music.
			• Talk about the music and how it makes you feel, using musical language to describe the music.
			Games
			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.
			Skills:
			•Copy back rhythms based on the words of the main song, that include syncopation/off beat
			Copy back one-note riffs





- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes
- Find the pulse

Singing

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 the meaning of the lyrics
- To know and explain the importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- ullet The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

• Improvisation is making up your own tunes on the spot





			 It is not written down and belongs to them. To know that if you improvise using the notes you are given, you cannot make a mistake Skills: Improvise using instruments in the context of a song to be performed. Composition:
			 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 Skills: • Create simple melodies using up to five different notes • Make musical decisions about how the melody connects with the song.
			Record the composition.
			Performance Knowledge: To know and be able to talk about:
			Everything that will be performed must be planned and learned
			• A performance involves communicating ideas, thoughts and feelings about the song/music Skills :
			• To choose what to perform and create a programme.
			• To communicate the meaning of the words and clearly articulate them.
			■ To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
Y6 Term	Classroom Jazz 2 Style of Main	Collaboration Equality Creativity and	Listen and Appraise Knowledge: ● To know five songs from memory, who sang or wrote them, when they were written and why?
1.2	Song: Bacharach and Blues	Innovation Exploration Pride	• To know the style of the songs and to name other songs from the Units in those styles.
	una blues	riide	To choose three or four other songs and be able to talk about:





Unit theme:	The style indicators of the songs
Jazz,	○ The lyrics
improvisation	Any musical dimensions
and	 Identify the structure of the songs
composition	 Name some of the instruments used in the songs
	• 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
	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
	• Listen carefully and respectfully to other people's thoughts about the music.
	• Talk about the music and how it makes you feel, using musical language to describe the music.
	Games
	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. Skills:
	•Copy back rhythms based on the words of the main song, that include syncopation/off beat
	Copy back one-note riffs
	Copy back two-note riffs by ear and with notation
	Question and answer using two different notes
	• Find the pulse
	Singing
	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 the meaning of the lyrics
- To know and explain the importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.

Playing

Knowledge: To know and be able to talk about:

- ullet Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- \bullet It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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 shythm and nitch that work together and are shaped by tempo, dynamics, toyture and

- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation

Skills: • Create simple melodies using up to five different notes

- Make musical decisions about how the melody connects with the song.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:

- Everything that will be performed must be planned and learned
- $\bullet \ \mathsf{A} \ \mathsf{performance} \ \mathsf{involves} \ \mathsf{communicating} \ \mathsf{ideas} \text{, thoughts} \ \mathsf{and} \ \mathsf{feelings} \ \mathsf{about} \ \mathsf{the} \ \mathsf{song/music}$

Skills:

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To discuss and talk musically about it "What went well?" and "It would have been even better if...?"





Term	Topic(s)	Values	Skills and Knowledge
Y3	Three Little	Collaboration	Listen and Appraise
Term	Birds	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
	Style of Main	Creativity and	To know the style of a song.
2.1	Song:	Innovation	To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and
	Reggae	Exploration	pitch), Main sections of the song, Name some of the instruments they heard in the song
	Unit theme:	Pride	Skills : To confidently identify and move to the pulse.
	Reggae and		To think about what the words of a song mean.
	animals		Listen carefully and respectfully to other people's thoughts about the music.
			Games
			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:
			Find the Pulse
			Clap and say back rhythms
			Create your own simple rhythm patterns
			Copy pitch back using 2 notes
			Copy pitch back and vocal warm-ups
			Singing
			Knowledge: To know and be able to talk about:
			o A choir
			Leader or conductor
			 Songs can make you feel different things
			 You must listen to each other when singing as part of an ensemble or large group
			To know why you must warm up your voice





Skills:

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

Playing

Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder)

Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part

To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To be able to talk about improvisation:

- o Improvisation is making up your own tunes on the spot
- \circ It is not written down and belongs to them
- $\circ \mathsf{To}$ know that if you improvise using the notes you are given, you cannot make a mistake.

Skills: Improvise using instruments in the context of the song they are learning to perform.

Composition:

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.)

Skills: Help create at least one simple melody using one, three or five different notes.

Record the composition.

Performance

Knowledge: To know and be able to talk about:

You need to know and have planned everything that will be performed





			It involves communicating feelings, thoughts and ideas about the song/music
			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 discuss the performance - how they were feeling, what they were pleased with what they would change and
			why.
Y3	The Dragon	Collaboration	Listen and Appraise
Term	Song	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
	Style of Main	Creativity and	To know the style of a song.
2.2	Song: A Pop	Innovation	To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and
	song that tells	Exploration	pitch), Main sections of the song, Name some of the instruments they heard in the song
	a story	Pride	Skills : To confidently identify and move to the pulse.
	Unit theme:		To think about what the words of a song mean.
	Music from		Listen carefully and respectfully to other people's thoughts about the music.
	around the		
	world,		Games
	celebrating		Knowledge: Know how to find and demonstrate the pulse.
	our		Know the difference between pulse and rhythm.
	differences		Know how pulse, rhythm and pitch work together to create a song.
	and being		Know that every piece of music has a pulse/steady beat.
	kind to one		Know the difference between a musical question and an answer.
	another		Skills:
			Find the Pulse
			Clap and say back rhythms
			Create your own simple rhythm patterns
			Copy pitch back using 2 notes
			Copy pitch back and vocal warm-ups
			Singing
			Knowledge: To know and be able to talk about:





- o A choir
- Leader or conductor
- Songs can make you feel different things
- You must listen to each other when singing as part of an ensemble or large group
- To know why you must warm up your voice

Skills:

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

Playing

Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder)

Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part

To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To be able to talk about improvisation:

- o Improvisation is making up your own tunes on the spot
- \circ It is not written down and belongs to them
- To know that if you improvise using the notes you are given, you cannot make a mistake.

Skills: Improvise using instruments in the context of the song they are learning to perform.

Composition:

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.)

Skills: Help create at least one simple melody using one, three or five different notes.





			Record the composition.
			Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music 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 discuss the performance - how they were feeling, what they were pleased with what they would change and why.
Y4 Term 2.1	Stop! Style of Main Song: Grime Unit theme: Writing lyrics linked to a theme	Collaboration Equality Creativity and Innovation Exploration Pride	Listen and Appraise 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 some of the instruments they heard in the song. Skills: To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.





Games
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
Clap and say back rhythms
Pitch Copy Back Using 2 Notes
Pitch Copy Back and Vocal Warm-ups
Singing
Knowledge: To know and be able to talk about:
Singing in a group can be called a choir
Leader or conductor: A person who the choir or group follow
 Songs can make you feel different things e.g. happy, energetic or sad
 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
Skills:
• To sing in unison and in simple two-parts.
• To demonstrate a good singing posture.
• To follow a leader when singing.
• To enjoy exploring singing solo.
• To sing with awareness of being 'in tune'.
• To listen to the group when singing.





Playing

Knowledge: To know and be able to talk about:

- The instruments used in class.
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills:

- To treat instruments carefully and with respect.
- Play a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song they are learning to perform.

Composition:

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.)

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.
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition.

Performance





			Games
			When you talk try to use musical words.
			about the music.
			• Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts
			(dynamics).
			 To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus
			To confidently identify and move to the pulse.
			Name some of the instruments they heard in the song. Skills:
			• Identify the main sections of the song (introduction, verse, chorus etc).
	another		pitch).
	helping one		• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and
	music and	Pride	• The lyrics: what the song is about.
	Soul/Gospel	Exploration	• Some of the style indicators of that song (musical characteristics that give the song its style).
2.2	Unit theme:	Innovation	To choose one song and be able to talk about:
Term	Song: Gospel	Creativity and	To know the style of the five songs.
	Style of Main	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
Y4	Lean On Me	Collaboration	Listen and Appraise
			change and why.
			 To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would
			Present a musical performance designed to capture the audience. To communicate the magning of the words and allowly subjects them.
			• To choose what to perform.
			Skills:
			• It involves communicating feelings, thoughts and ideas about the song/music
			You need to know and have planned everything that will be performed
			Performing is sharing music with other people, an audience
			Knowledge: To know and be able to talk about:





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

Clap and say back rhythms

Pitch Copy Back Using 2 Notes

Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge: To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- 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

Skills:

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To listen to the group when singing.

Playing





Knowledge: To know and be able to talk about:

- The instruments used in class.
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills:

- To treat instruments carefully and with respect.
- Play a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake **Skills**: Improvise using instruments in the context of a song they are learning to perform.

Composition:

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.)

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.
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:





Y5 Term 2.1	The Fresh Prince of Bel- Air Style of Main Song: Old- School Hip- Hop Unit theme: Old-School Hip-Hop	Collaboration Equality Creativity and Innovation Exploration Pride	 Performing is sharing music with other people, an audience You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would change and why. Listen and Appraise Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To choose two or three other songs and be able to talk about: Some of the style indicators of the songs The lyrics Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs Name some of the instruments they heard The historical context of the songs. What else was going on at this time? 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 Listen carefully and respectfully to other people's thoughts about the music. Talk about the music and how it makes you feel Games Knowledge: Know and be able to talk about:
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- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to.

Skills:

- o Find the pulse
- O Copy back rhythms based on the words of the main song
- Copy back one-note riffs
- O Copy back two-note riffs by ear and with notation

Singing

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:
- \circ The meaning of the lyrics
- \circ The importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- \bullet 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.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:





- Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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: recognise the connection between sound and symbol

Skills: • Create simple melodies using up to five different notes

- Explain the keynote or home note and the structure of the melody.
- Make musical decisions about how the melody connects with the song.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:

- Everything that will be performed must be planned and learned
- $\bullet \ \mathsf{A} \ \mathsf{performance} \ \mathsf{involves} \ \mathsf{communicating} \ \mathsf{ideas} \text{, thoughts} \ \mathsf{and} \ \mathsf{feelings} \ \mathsf{about} \ \mathsf{the} \ \mathsf{song/music}$

Skills:





			To choose what to perform and create a programme.
			To communicate the meaning of the words and articulate them.
			• To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
Y5	Dancing in	Collaboration	Listen and Appraise
Term	the Street Style of Main	Equality Creativity	Knowledge : To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
2.2	Song: Motown	and	To choose two or three other songs and be able to talk about:
		Innovation	 Some of the style indicators of the songs
	Unit theme:	Exploration	○ The lyrics
	Motown	Pride	Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch)
		11146	o Identify the main sections of the songs
			Name some of the instruments they heard
			• The historical context of the songs. What else was going on at this time?
			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
			• Listen carefully and respectfully to other people's thoughts about the music.
			Talk about the music and how it makes you feel
			Games
			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 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





Copy	back	one-note	riffs
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O Copy back two-note riffs by ear and with notation

Singing

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:
- The meaning of the lyrics
- The importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- \bullet To follow a leader when singing.
- To experience rapping and solo singing.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:





2.1	Song:		To know the style of the songs and to name other songs from the
Term	Style of Main	Equality	Knowledge: ■ To know five songs from memory, who sang or wrote them, when they were written and why?
Y6	A New Year Carol	Collaboration	Listen and Appraise
		6 !! ! .	● To discuss and talk musically about it — "What went well?" and "It would have been even better if?"
			To communicate the meaning of the words and articulate them.
			To choose what to perform and create a programme.
			Skills:
			A performance involves communicating ideas, thoughts and feelings about the song/music
			Everything that will be performed must be planned and learned
			Knowledge: To know and be able to talk about:
			Performance
			• Record the composition.
			Make musical decisions about how the melody connects with the song.
			• Explain the keynote or home note and the structure of the melody.
			Skills: ● Create simple melodies using up to five different notes
			Notation: recognise the connection between sound and symbol
			structure
			• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and
			• 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.
			Knowledge: To know and be able to talk about:
			Composition:
			Skills : Improvise using instruments in the context of a song to be performed.
			• To know that if you improvise using the notes you are given, you cannot make a mistake
			• It is not written down and belongs to them.
			• Improvisation is making up your own tunes on the spot





	Classical or	Creativity	Units in those styles.
	Urban	and	• To choose three or four other songs and be able to talk about:
	Gospel	Innovation	The style indicators of the songs
	Unit theme:	Exploration	○ The lyrics
	Benjamin	Pride	Any musical dimensions
	Britten's music		o Identify the structure of the songs
	and cover		Name some of the instruments used in the songs
	versions		• 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
			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
			• Listen carefully and respectfully to other people's thoughts about the music.
			• Talk about the music and how it makes you feel, using musical language to describe the music.
			Games
			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.
			Skills:
			•Copy back rhythms based on the words of the main song, that include syncopation/off beat
			Copy back one-note riffs
			Copy back two-note riffs by ear and with notation
			Question and answer using two different notes
			• Find the pulse





	Singing
	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 the meaning of the lyrics
.	• To know and explain the importance of warming up your voice
	Skills:
.	• To sing in unison and to sing backing vocals.
	• To demonstrate a good singing posture.
	• To follow a leader when singing.
	• To experience rapping and solo singing.
	Playing
	Knowledge: To know and be able to talk about:
	● Different ways of writing music down — e.g. staff notation, symbols
	• The instruments they might play or be played in a band or orchestra or by their friends
	Skills:
	• Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from
	memory or using notation.
	To rehearse and perform their part
	• To listen to and follow musical instructions from a leader.
	Improvisation:

Knowledge: To know and be able to talk about improvisation:Improvisation is making up your own tunes on the spot

• To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

• It is not written down and belongs to them.





			Composition: 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 Kills: Create simple melodies using up to five different notes Make musical decisions about how the melody connects with the song. Record the composition. Performance Knowledge: To know and be able to talk about: Everything that will be performed must be planned and learned A performance involves communicating ideas, thoughts and feelings about the song/music Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.
Y6 Term 2.2	You've Got A Friend Style of Main Song: 70s Ballad/Pop Unit theme: The music of Carole King	Collaboration Equality Creativity and Innovation Exploration Pride	 To discuss and talk musically about it — "What went well?" and "It would have been even better if?" Listen and Appraise 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 from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs The lyrics Any musical dimensions





- Identify the structure of the songs
- O Name some of the instruments used in the songs
- O The historical context of the songs. What else was going on at this time, musically and historically?
- O Know and talk about that fact that we each have a musical identity

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
- Listen carefully and respectfully to other people's thoughts about the music.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Games

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.

Skills:

- •Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes
- Find the pulse

Singing

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 the meaning of the lyrics





- To know and explain the importance of warming up your voice **Skills**:
- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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
Skills: ● Create simple melodies using up to five different notes
 Make musical decisions about how the melody connects with the song.
• Record the composition.
Performance
Knowledge: To know and be able to talk about:
Everything that will be performed must be planned and learned
 A performance involves communicating ideas, thoughts and feelings about the song/music Skills:
• To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.
• To discuss and talk musically about it – "What went well?" and "It would have been even better if?"





Term	Topic(s)	Values	Skills and Knowledge
Y3	Bringing Us	Collaboration	Listen and Appraise
Term	Together	Equality	Knowledge: To know five songs from memory and who sang them or wrote them.
	Style of	Creativity and	To know the style of a song.
3.1	Main Song:	Innovation	To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and
	Disco Unit theme: Disco,	Exploration Pride	pitch), Main sections of the song, Name some of the instruments they heard in the song
			Skills: To confidently identify and move to the pulse.
		Tilde	To think about what the words of a song mean.
	friendship,		Listen carefully and respectfully to other people's thoughts about the music.
	hope and		
	unity		Games
			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:
			Find the Pulse
			Clap and say back rhythms
			Create your own simple rhythm patterns
			Copy pitch back using 2 notes
			Copy pitch back and vocal warm-ups
			Singing
			Knowledge: To know and be able to talk about:
			o A choir
			Leader or conductor
			 Songs can make you feel different things
			 You must listen to each other when singing as part of an ensemble or large group
			To know why you must warm up your voice





Skills:

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

Playing

Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder)

Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part

To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To be able to talk about improvisation:

- o Improvisation is making up your own tunes on the spot
- \circ It is not written down and belongs to them
- $\circ \mathsf{To}$ know that if you improvise using the notes you are given, you cannot make a mistake.

Skills: Improvise using instruments in the context of the song they are learning to perform.

Composition:

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.)

Skills: Help create at least one simple melody using one, three or five different notes.

Record the composition.

Performance

Knowledge: To know and be able to talk about:

You need to know and have planned everything that will be performed





			It involves communicating feelings, thoughts and ideas about the song/music 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 discuss the performance - how they were feeling, what they were pleased with what they would change and why.
Y3 Term 3.2	Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music	Collaboration Equality Creativity and Innovation Exploration Pride	Listen and Appraise Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people's thoughts about the music. Games 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: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups Singing
			Knowledge: To know and be able to talk about:





- o A choir
- Leader or conductor
- Songs can make you feel different things
- You must listen to each other when singing as part of an ensemble or large group
- To know why you must warm up your voice

Skills:

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

Playing

Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder)

Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part

To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To be able to talk about improvisation:

- o Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them
- $\circ \text{To}$ know that if you improvise using the notes you are given, you cannot make a mistake.

Skills: Improvise using instruments in the context of the song they are learning to perform.

Composition:

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.)

Skills: Help create at least one simple melody using one, three or five different notes.





			Record the composition.
Y4 Term 3.1	Blackbird Style of Main Song: The Beatles/Pop Unit theme: The Beatles, equality and civil rights	Collaboration Equality Creativity and Innovation Exploration Pride	Record the composition. Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music 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 discuss the performance - how they were feeling, what they were pleased with what they would change and why. Listen and Appraise 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 some of the instruments they heard in the song. Skills: To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
			 Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.





Gam	es
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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

Clap and say back rhythms

Pitch Copy Back Using 2 Notes

Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge: To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- 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

Skills:

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- \bullet To enjoy exploring singing solo.
- \bullet To sing with awareness of being 'in tune'.
- To listen to the group when singing.





Playing

Knowledge: To know and be able to talk about:

- The instruments used in class.
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills:

- To treat instruments carefully and with respect.
- Play a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- ullet To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song they are learning to perform.

Composition:

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.)

Skills:

- Help create at least one simple melody using one, three or all five different notes.
- ullet Plan and create a section of music that can be performed within the context of the unit song.
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition.

Performance









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

Clap and say back rhythms

Pitch Copy Back Using 2 Notes

Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge: To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- 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

Skills:

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To listen to the group when singing.

Playing





Knowledge: To know and be able to talk about:

- The instruments used in class.
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills:

- To treat instruments carefully and with respect.
- Play a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake **Skills**: Improvise using instruments in the context of a song they are learning to perform.

Composition:

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.)

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.
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:





Y5 Term 3.1	Dancing in the Street Style of Main Song: Motown Unit theme: Motown	Collaboration Equality Creativity and Innovation Exploration Pride	Performing is sharing music with other people, an audience You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would change and why. Listen and Appraise Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To choose two or three other songs and be able to talk about: Some of the style indicators of the songs The lyrics Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs Name some of the instruments they heard The historical context of the songs. What else was going on at this time? 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 Listen carefully and respectfully to other people's thoughts about the music. Talk about the music and how it makes you feel Games
			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 internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to.

Skills:

- o Find the pulse
- O Copy back rhythms based on the words of the main song
- Copy back one-note riffs
- Copy back two-note riffs by ear and with notation

Singing

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:
- \circ The meaning of the lyrics
- \circ The importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- \bullet 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.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:





- Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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: recognise the connection between sound and symbol

Skills: • Create simple melodies using up to five different notes

- Explain the keynote or home note and the structure of the melody.
- Make musical decisions about how the melody connects with the song.
- Record the composition.

Performance

Knowledge: To know and be able to talk about:

- Everything that will be performed must be planned and learned
- $\bullet \ \mathsf{A} \ \mathsf{performance} \ \mathsf{involves} \ \mathsf{communicating} \ \mathsf{ideas} \text{, thoughts} \ \mathsf{and} \ \mathsf{feelings} \ \mathsf{about} \ \mathsf{the} \ \mathsf{song/music}$

Skills:





			To choose what to perform and create a programme.
			To communicate the meaning of the words and articulate them.
			● To discuss and talk musically about it — "What went well?" and "It would have been even better if?"
Y5 Term 3.2	Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music	Collaboration Equality Creativity and Innovation Exploration Pride	Listen and Appraise Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To choose two or three other songs and be able to talk about: • Some of the style indicators of the songs • The lyrics • Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs • Name some of the instruments they heard • The historical context of the songs. What else was going on at this time? 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 • Listen carefully and respectfully to other people's thoughts about the music. • Talk about the music and how it makes you feel Games 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 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





Copy	back	one-note	riffs
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O Copy back two-note riffs by ear and with notation

Singing

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:
- The meaning of the lyrics
- The importance of warming up your voice

Skills:

- To sing in unison and to sing backing vocals.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- \bullet To follow a leader when singing.
- To experience rapping and solo singing.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part.
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:





			• Improvisation is making up your own tunes on the spot
			• It is not written down and belongs to them.
			• To know that if you improvise using the notes you are given, you cannot make a mistake
			Skills: Improvise using instruments in the context of a song to be performed.
			Composition:
			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: recognise the connection between sound and symbol
			Skills: ● Create simple melodies using up to five different notes
			• Explain the keynote or home note and the structure of the melody.
			Make musical decisions about how the melody connects with the song.
			• Record the composition.
			Performance
			Knowledge: To know and be able to talk about:
			Everything that will be performed must be planned and learned
			• A performance involves communicating ideas, thoughts and feelings about the song/music
			Skills:
			• To choose what to perform and create a programme.
			• To communicate the meaning of the words and articulate them.
			• To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
Y6	Music and	Collaboration	Listen and Appraise
Term	Me	Equality	Knowledge: ● To know five songs from memory, who sang or wrote them, when they
	Unit theme:	, ,	were written and why?
3.1	Create your		• To know the style of the songs and to name other songs from the





1	own music	Creativity and	Units in those styles.
	inspired by	Innovation	• To choose three or four other songs and be able to talk about:
	your	Exploration	The style indicators of the songs
	identity and	Pride	○ The lyrics
	women in		Any musical dimensions
	the music		o Identify the structure of the songs
	industry		 Name some of the instruments used in the songs
			• 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
			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
			• Listen carefully and respectfully to other people's thoughts about the music.
			• Talk about the music and how it makes you feel, using musical language to describe the music.
			Games
			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. Skills:
			•Copy back rhythms based on the words of the main song, that include syncopation/off beat
			• Copy back one-note riffs
			Copy back two-note riffs by ear and with notation
			Question and answer using two different notes
			• Find the pulse





Singing
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 the meaning of the lyrics
 To know and explain the importance of warming up your voice Skills:
• To sing in unison and to sing backing vocals.
• To demonstrate a good singing posture.
• To follow a leader when singing.
• To experience rapping and solo singing.
Playing
Knowledge: To know and be able to talk about:
● Different ways of writing music down — e.g. staff notation, symbols
 The instruments they might play or be played in a band or orchestra or by their friends Skills:
• Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.
To rehearse and perform their part
• To listen to and follow musical instructions from a leader.
Improvisation:
Knowledge: To know and be able to talk about improvisation:
• Improvisation is making up your own tunes on the spot
• It is not written down and belongs to them.
 To know that if you improvise using the notes you are given, you cannot make a mistake Skills: Improvise using instruments in the context of a song to be performed.





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			Composition:
			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
			Skills: ● Create simple melodies using up to five different notes
			Make musical decisions about how the melody connects with the song.
			• Record the composition.
			Performance
			Knowledge: To know and be able to talk about:
			Everything that will be performed must be planned and learned
			• A performance involves communicating ideas, thoughts and feelings about the song/music Skills :
			• To choose what to perform and create a programme.
			• To communicate the meaning of the words and clearly articulate them.
			• To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
Y6	Reflect,	Collaboration	Listen and Appraise
Term	Rewind &	Equality	Knowledge: ● To know five songs from memory, who sang or wrote them, when they
	Replay	Creativity and	were written and why?
3.2	Style of	Innovation	• To know the style of the songs and to name other songs from the
	Main Song: Classical Unit theme: The history	Exploration Pride	Units in those styles.
			• To choose three or four other songs and be able to talk about:
			The style indicators of the songs
			○ The lyrics
	of music, look back		Any musical dimensions





and	○ Identify the structure of the songs
consolidate	 Name some of the instruments used in the songs
your	• The historical context of the songs. What else was going on at this time, musically and historically?
learning,	 Know and talk about that fact that we each have a musical identity
learn some	Skills:
of the	To identify and move to the pulse with ease.
language of	To think about the message of songs.
music	To compare two songs in the same style
	• Listen carefully and respectfully to other people's thoughts about the music.
	• Talk about the music and how it makes you feel, using musical language to describe the music.
	Games
	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.
	Skills:
	•Copy back rhythms based on the words of the main song, that include syncopation/off beat
	Copy back one-note riffs
	Copy back two-note riffs by ear and with notation
	Question and answer using two different notes
	• Find the pulse
	Singing
	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 the meaning of the lyrics





- To know and explain the importance of warming up your voice **Skills**:
- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.

Playing

Knowledge: To know and be able to talk about:

- Different ways of writing music down e.g. staff notation, symbols
- The instruments they might play or be played in a band or orchestra or by their friends

Skills:

- Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.

Improvisation:

Knowledge: To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- It is not written down and belongs to them.
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills: Improvise using instruments in the context of a song to be performed.

Composition:

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
Skills: ● Create simple melodies using up to five different notes
Make musical decisions about how the melody connects with the song.
• Record the composition.
Performance
Knowledge: To know and be able to talk about:
Everything that will be performed must be planned and learned
• A performance involves communicating ideas, thoughts and feelings about the song/music Skills :
• To choose what to perform and create a programme.
• To communicate the meaning of the words and clearly articulate them.
■ To discuss and talk musically about it – "What went well?" and "It would have been even better if?"