

	Listen and Respond	Explore and	Create		Singing	Singing		Share and Perform	
Reception	Knowledge:	Knowledge:		Knowledge:			Knowledge:		
	To know twenty nursery rhymes off by he	music.	•		To sing or rap nursery rhymes and simple songs from memory.		A performance is sharing music.		
To know the stories of some of the nurser rhymes.  Skills:		To know that the words of so and paint pictures.	ongs can tell stories Songs have section Skills:		ctions.		Skills:  Perform any of the nursery rhymes by singing and adding actions or dance.		
	To learn that music can touch your feeling	Skills:  There are progressive Music	Activities within each	To sing along actions.	with a pre-recorded song and ad			rhymes or songs adding a simple	
	To enjoy moving to music by dancing, marching, being animals or Pop stars.	unit that embed pulse, rhyth	m and pitch.	To sing along	with the backing track.		Record the performance to talk about.		
	Listen and Appraise	Singing	Playin	g	Improvisation	(	Composition	Performance	
Year 1	Knowledge:	Knowledge:	Knowledge:		Knowledge:	Knowle	· · · · · · · · · · · · · · · · · · ·	Knowledge:	
	To know 5 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use.  Skills:  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	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).  Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  Learn to start and stop singing when following a leader.	Learn the names of the their instrumental paramemory or when write they are playing.  Skills:  Treat instruments carwith respect.  Play a tuned instruments the song they perform the their much allenge, using one of differentiated parts, a simple part, me	et from ten down.  The instruments efully and ental part with incommental part issical of the inone-note edium part).	Improvisation is about making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise!  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.	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.		A performance is sharing music with other people, called an audience.  Skills:  Choose a song they have learning from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.	
	Knowledge:	Knowledge:	Listen to and follow minstructions from a lea		Knowledge:	Knowle	ndgo:	Knowledge:	
Year 2	To know five songs off by heart.  To know some songs have a chorus or a	To confidently know and sing five songs from memory.	Knowledge:  Learn the names of th their instrumental par memory or when writ	t from	Improvisation is making up your own tunes on the spot.	Compo	osing is like writing a with music.	A performance is sharing musi with an audience.	
	response/answer part.	To know that unison is everyone	memory or when whe	cen down.	When someone improvises,	Everyo	ne can compose.	A performance can be a specia	

they make up their own tune that has never been heard

Skills:

singing at the same time.

occasion and involve a class, a

year group or a whole school.



style.  Ke voice e.g. rapping (spoken word).  Skills:  To know why we need to warm up our voices.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.  To learn that they can make different tytes 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.  To know why see need to warm up our voices.  Skills:  Treat instruments carefully and with respect.  Learn to play a tuned instrumental part their wiscal challenge, using one of the differentitytes 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.  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Skills:  To know and be able to talk about:  To know the style of the five songs.
Skills: To know why we need to warm up our voices. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.  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.  To know why we need to warm up our voices.  Skills:  Skills:  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Play the part in time with the steady pulse.  Learn to start and stop singing when following a leader.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Skills:  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  Use the improvise using the three challenges.  Skills:  Skills:  Use the improvise using the tore challenges.  Skills:  Skills:  Skills:  Use the improvise using the tore challenges.  Skills:  Skills:  Skills:  Use the improvise using the tore challenges.  Skills:  Skills:  Skills:  Use the improvise using the tore challenges.  Skills:  The part in time with the steady pulse.  Skills:  Skills:  Skills:  Use the improvise using the tore challenges.  Skills:  Skills:
To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.  To 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.  Knowledge:  To know why we need to warm up our voices.  Skills:  Treat instruments carefully and with respect.  Skills:  Treat instruments carefully and with respect.  Skills:  Choose a song they have learn from the Scheme and perform it.  They can add their ideas to the performance and say how they were feeling about it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.  To know ledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Skills:  Choose a song they have learn from the scheme and perform it.  To know and be able to talk about:  To know the style of the five songs.  Skills:  Choose a song they have learn from the composition can be written composition can be written from the scheme and perform it.  Use the improvisation tracks provided. Impro
To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.  Skills:  Treat instruments carefully and with respect.  Skills:  Skills:  Skills:  Skills:  Skills:  Skills:  Learn bout 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.  To know ledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Treat instruments carefully and with respect.  Skills:  Skills:  Skills:  Skills:  Skills:  Skills:  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.  Knowledge:  Knowledge:  Knowledge:  Knowledge:  Knowledge:  To know and be able to talk about:  To know and be able to
music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.  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.  Year 3  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Skills:  Treat instruments carefully and with respect.  Skills:  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader.  To know and be able to talk about:  To know who sang them or wrote them.  To know the style of the five songs.  Skills:  Learn to with respect.  Skills:  Learn to play a tuned instrumental part that matches their musical challenges. Use the improvisation tracks provided. Improvise using the three challenges.  Use the improvisation tracks provided. Improvise using the three challenges.  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  Learn to that they can make different pitches (high and low).  They can add their ideas to the performance and say how they were feeling about it.  They can add their ideas to the performance and say how they were feeling about it.  They can add their ideas to the five the three challenges.  To know and be able to talk about:  A composition: music that is  Performing the composition is making up  A composition:  Learn to find a c
being animals or pop stars.  To learn how songs can tell a story or describe an idea.  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.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Skills:  With respect.  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader.  Knowledge:  To know and be able to talk about:  The instruments used in class (a glockenspile), a recorder)  In play a tuned instrumental part that matches their musical challenges. Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Use the improvisation tracks provided. Improvise using the three challenges.  Ves the improvisation tracks provided. Improvise using the three challenges.  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  Use the improvisation tracks provided. Improvise using the three challenges.  Skills:  To know and dealer of the five songs when the stall about it.  The instruments used in class (a glockenspile, a recorder)  Improvisation:  To know and be able to talk about:  To know and be able to talk a
To learn how songs can tell a story or describe an idea.  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 postition.  Learn to start and stop singing when following a leader.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Learn about voices singing notes of 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.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Singing in a group can be called a  Singing in a group can be called a  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Use the improvisation tracks provided. Improvise using the three challenges.  Use the improvisation tracks provided. Improvise using the three challenges.  It is the trace that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Singing no of the differentiated parts (a one-note, simple or medium part).  Learn to find a comfortable singing notes to the performance.  Record the performance.  To knowledge:  To knowledge:  To know and be able to talk about:  To know and be able to talk about:
To learn how songs can tell a story or describe an idea.  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.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Learn about voices singing notes of different pitches (high and low).  Learn to play a tuned instrumental part that matches their musical childrent upon to different pitches (high and low).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Singing in a group can be called a glockenspiel, a recorder)  Learn to start sand stop singing nates of different pitches (high and low).  Learn to play a tuned instrumental part that matches their musical child their indeas to the performance.  The instruments used in class (a glockenspiel, a recorder)  Learn to play a tuned instrumental part that matches their musical child their indeas to the different pitches (high and low).  The instrumental part that matches their musical child their indeas (a ne-note, simple on endetic musical their musical child their indeas to the performance.  Record the performance.  Record the performance and say how they were feeling about it.  They can add their ideas to the performance and say how they were feeling about it.  They can add their ideas to the performance and say how they were feeling about it.  They can add their ideas to the performance.  Record the performance.  Record the performance.  They can add their ideas to the different pitches (pitches) in the interval part in time with the steady pulse.  To knowledge:  To know and be able to talk about:  To know and be able to talk about:  To know and be able to tal
describe an idea.  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.  Year 3  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  of different types (high and low).  Play the part in time with the steady pulse.  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Singing in a group can be called a glockenspiel, a recorder)  of different types (sing one of the different size one-note, simple or medium part).  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.  Knowledge:  To knowledge:  To know and be able to talk about:  To know and be able to talk ab
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.  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Iow).  Challenge, using one of the differentiated parts (a one-note, simple or medium part).  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.  Knowledge:  Knowledge:  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  To know smign a group can be called a glockenspiel, a recorder)  The three challenges.  To know and be able to talk about:  To know and be able to talk about:  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  The part in time with the steady pulse.  The three challenges.  The three challenges
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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.  Vear 3  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Singing in a group can be called a glockenspiel, a recorder)  The instruments used in class (a glockenspiel, a recorder)  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.  Knowledge:  Knowledge:  Knowledge:  Knowledge:  Knowledge:  To know and be able to talk about:  T
Spoken word with rhythm).   Steady pulse.   Listen to and follow musical instructions from a leader.   Listen to and follow musical instructions from a leader.      Year 3
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Singing position.  Learn to start and stop singing when following a leader.  Year 3  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Singing position.  Instructions from a leader.  Knowledge:  Knowledge:  Knowledge:  Knowledge:  To know and be able to talk about:  To know and be able to talk about:  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  Improvisation is making up  A composition: music that is  Performing is sharing music
Learn to start and stop singing when following a leader.  Year 3 Knowledge: Knowledge: Knowledge: Knowledge: Knowledge: Knowledge: To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  Singing in a group can be called a glockenspiel, a recorder)  Knowledge: Knowledge: Knowledge: Knowledge: To know and be able to talk about: To know and be able to talk about: To know and be able to talk about: A composition: music that is Performing is sharing music
Year 3  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  Improvisation is making up  A composition: music that is  Performing is sharing music
Year 3  Knowledge:  To know five songs from memory and who sang them or wrote them.  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  Improvisation is making up  A composition: music that is  Performing is sharing music
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To know five songs from memory and who sang them or wrote them.  To know and be able to talk about: To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)  To know and be able to talk about: To know and be able to talk about: To know and be able to talk about:  To know and be able to talk about:  A composition: music that is Performing is sharing music
who sang them or wrote them.  about:  The instruments used in class (a glockenspiel, a recorder)  To know the style of the five songs.  Singing in a group can be called a glockenspiel, a recorder)  Improvisation:  about:  about:  about:  A composition: music that is  Performing is sharing music
The instruments used in class (a glockenspiel, a recorder)  The instruments used in class (a glockenspiel, a recorder)  Improvisation is making up  A composition: music that is  Performing is sharing music
To know the style of the five songs.  Singing in a group can be called a glockenspiel, a recorder)  Improvisation is making up  A composition: music that is  Performing is sharing music
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choir your own tunes on the spot created by you and kept in with other people, an audience
To choose one song and be able to talk Skills: some way. It's like writing a A performance doesn't have
about: Leader or conductor: A person When someone improvises, story. It can be played or to be a drama! It can be to one
o Its lyrics: what the song is about who the choir or group follow To treat instruments carefully and they make up their own tune performed again to your person or to each other
O Any musical dimensions featured in with respect. that has never been heard friends.
the song, and where they are used  Songs can make you feel  You need to know and have
(texture, dynamics, tempo, rhythm and different things e.g. happy, Play any one, or all of four, down and belongs to them Different ways of recording planned everything that will be
pitch) energetic or sad differentiated parts on a tuned compositions (letter names, performed
o Identify the main sections of the song (introduction, verse, chorus etc.)  Singing as part of an ensemble or medium part or the melody of the (introduction, verse, chorus etc.)  Singing as part of an ensemble or medium part or the melody of the two notes confidently is  You must sing or rap the words
(introduction, verse, chorus etc.) Singing as part of an ensemble or one of the instruments they large group is fun, but that you song) from two notes confidently is better than using five Skills:  You must sing or rap the words better than using five Skills:
heard in the song must listen to each other memory or using notation.
To know that if you Help create at least one
Skills: To know why you must warm up To rehearse and perform their part improvise using the notes simple melody using one, A performance can be a special
your voice within the context of the Unit song. you are given, you cannot three or five different notes. occasion and involve an
To confidently identify and move to the make a mistake audience including of people
pulse. Skills: To listen to and follow musical Plan and create a section of you don't know
instructions from a leader.  Skills: music that can be performed
To think about what the words of a song  To sing in unison and in simple  within the context of the unit  It is planned and different for
mean. two-parts. song. each occasion



	To take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people's thoughts about the music.	To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.		Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the	Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch,	It involves communicating feelings, thoughts and ideas about the song/music  Skills:  To choose what to perform
		To sing with awareness of being 'in tune'.  To have an awareness of the pulse internally when singing.		Bronze, Silver or Gold Challenges.	dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	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
	Manufaday	Ka a walada a	Kanadada.	Manufadan	- Knowledge	To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Year 4	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.	To know and be able to talk about:  Singing in a group can be called a choir	To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).	To know and be able to talk about improvisation:  • Improvisation is making up	To know and be able to talk about:  • A composition: music that is created by you and kept in	To know and be able to talk about:  • Performing is sharing music with other people, an audience
	To choose one song and be able to talk about:  Some of the style indicators of that	Leader or conductor: A person who the choir or group follow     Songs can make you feel different things e.g. happy,	Other instruments they might play or be played in a band or orchestra or by their friends.	your own tunes on the spot  When someone improvises, they make up their own tune that has	some way. It's like writing a story. It can be played or performed again to your friends.	A performance doesn't have to be a drama! It can be to one person or to each other     You need to know and have
	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	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	Skills:  To treat instruments carefully and with respect.	never been heard before. It is not written down and belongs to them.  To know that using one or two notes confidently is better than using five	Different ways of recording compositions (letter names, symbols, audio etc.)  Skills:	planned everything that will be performed  • You must sing or rap the words clearly and play with confidence  • A performance can be a
	<ul> <li>pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they</li> </ul>	large group  ■ To know why you must warm up your voice	Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part	To know that if you improvise using the notes you are given, you cannot make a mistake	Help create at least one simple melody using one, three or all five different notes.	special occasion and involve an audience including of people you don't know  It is planned and different for
	heard in the song.  Skills:	Skills:  To sing in unison and in simple	or the melody of the song from memory or using notation.  • To rehearse and perform their	To know that you can use some of the riffs you have heard in the Challenges in	Plan and create a section     of music that can be	each occasion  It involves communicating feelings, thoughts and ideas
	To confidently identify and move to the pulse.	two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.	part within the context of the Unit song.  • To listen to and follow musical instructions from a leader.	your improvisations Skills:	performed within the context of the unit song.  • Talk about how it was created.	about the song/music Skills:



	To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people's thoughts about the music.  When you talk, try to use musical words.	<ul> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>	To experience leading the playing by making sure everyone plays in the playing section of the song.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.     Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Year 5	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  To know the style of the five songs and to name other songs from the Units in those styles.  To choose two or three other songs and be able to talk about:  Some of the style indicators of the songs (musical characteristics that give the songs their style)  The lyrics: what the songs are about  Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)  Identify the main sections of the songs (intro, verse, chorus etc.)  Name some of the instruments they heard in the songs  The historical context of the songs.  What else was going on at this time?	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling and context to your audience  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping  To know what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice  Skills:	To know and be able to talk about:  Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends  Skills: Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.	To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  To know that using one, two or three notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake  To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations  To know three well-known improvising musicians	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 and simple rhythms that work musically with the style of the Unit song.	To know and be able to talk about:  Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music  Skills:
	Skills:  To identify and move to the pulse with	To sing in unison and to sing backing vocals.	To listen to and follow musical instructions from a leader.	Skills:	Explain the keynote or home note and the structure of the melody.	To choose what to perform and create a programme.
	ease.  To think about the message of songs.	To demonstrate a good singing posture.	To lead a rehearsal session.	Improvise using instruments in the context of a song to be performed. Use the	Listen to and reflect upon the developing composition	To communicate the meaning of the words and clearly articulate them.



	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people's thoughts about the music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel.	To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being 'in tune'.		improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
Year 6	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	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 (musical characteristics that give the songs their style)  The lyrics: what the songs are about  Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)  Identify the structure of the songs (intro, verse, chorus etc.)  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	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling and context to your audience  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping  To know what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice  Skills:	To know and be able to talk about:	To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  To know that using one, two or three notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake  To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations  To know three well-known improvising musicians	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 and simple rhythms that work musically with the style of the Unit song.	To know and be able to talk about:  Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music  Skills: To choose what to perform
	Identity Skills:	backing vocals.  To demonstrate a good singing posture.	To listen to and follow musical instructions from a leader.  To lead a rehearsal session.	Skills:  Improvise using instruments in the context of a song to be performed. Use the	note and the structure of the melody.  Listen to and reflect upon the developing composition	and create a programme.  To communicate the meaning of the words and clearly articulate them.



To identify and move to the pulse with	To follow a leader when singing.	improvisation tracks	and make musical decisions	
ease.		provided and improvise	about how the melody	To talk about the venue and
	To experience rapping and solo	using the Bronze, Silver or	connects with the song.	how to use it to best effect.
To think about the message of songs.	singing.	Gold Challenges.		
			Record the composition in	To record the performance and
To compare two songs in the same	To listen to each other and be		any way appropriate that	compare it to a previous
style, talking about what stands	aware of how you fit into the		recognises the connection	performance.
out musically in each of them, their	group.		between sound and symbol	
similarities and differences.			(e.g. graphic/pictorial	To discuss and talk musically
	To sing with awareness of being		notation).	about it – "What went well?"
Listen carefully and respectfully to other	'in tune'.			and "It would have been even
people's thoughts about the music.				better if?"
Use musical words when talking about				
the songs.				
To talk about the musical dimensions				
working together in the Unit songs.				
 Talk about the music and how it makes				
you feel, using musical language to				
describe the music.				

Note – In addition to the above, all classes will listen to and appraise a range of classical music throughout the year (one piece a week, listened to throughout the week with one short lesson to learn more about it and discuss and appraise it)