



YR		Theoretical knowledge	Singing	Instrumental	Improvisation and Composition	Performance
Nursery	Hands / Head	<p>Learn to enjoy music through movements such as: dancing, marching etc. ●●●</p> <p>Listen with developing attention to sounds. ●●●</p> <p>Engage with listening games and develop focus on a musical leader - identify an instrument based on its sound (listening game). ●●●</p>	<p>To develop a comfortable singing position. ●●●</p> <p>Remember and sing entire familiar songs. ●●●</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ●●●</p> <p>Begin to use basic actions when singing. ●●●</p>	<p>Experimenting with musical instruments, the sounds they make and how to play them (banging, shaking, tapping or blowing) ●●●</p> <p>Tap or clap a simple rhythm along a nursery rhyme following adult guidance. ●●●</p>	<p>Begin to create their own songs using a song they know. ●●●</p>	<p>Engage within a performance with adult guidance and support e.g. Christmas Concert/ class assemblies. ●●●</p> <p>Engage within small class performances when singing nursery rhymes / songs during group time. ●●●</p>
	♥	<p>Show more confidence in new social situations. To express likes / dislikes when discussing and choosing nursery rhymes to sing.</p>			<p>Join in when singing familiar nursery rhymes with developing confidence.</p>	
I can...		<ul style="list-style-type: none"> •Show preference for a liked song e.g. choosing a nursery rhyme to sing. •Engage with music through movements such as dancing. 	<ul style="list-style-type: none"> •Sing at least 4 simple songs by heart •Use some simple actions to accompany a familiar song. 	<ul style="list-style-type: none"> •Make instruments make a noise •Change the sounds these instruments make •Join in with a simple rhythm that is modelled to me. 	<ul style="list-style-type: none"> •Begin to create my own songs using a familiar tune / song to innovate. 	<ul style="list-style-type: none"> •Perform songs I know with increasing confidence and adult support.

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Reception	Hands / Head	<p>Learn and remember a range of songs varying from nursery rhymes to topic based songs. ••</p> <p>To listen attentively and respond to music they have heard from a range of genres, expressing their thoughts and feelings. ••</p> <p>To follow a musical leader to clap / tap along to the beat of a song. ••</p> <p>Exposure to and use of key vocabulary: Nursery rhyme, sing, piano, action, perform, singing position, looking eyes, listening ears, firework, bang, pop, fizz, Bonfire Night, Diwali, crackle, whoosh, whizz, zoom, Christmas, Christian, Jesus, Mary, Joseph, Bethlehem, Wise Men, shepherds, manger, nativity, solo, choir, instrument, bells, maraca, wooden block, tambourine, triangle, dress rehearsal, audience. Voice, Vocal sound, high, low, loud, quiet, deep, fast, quick, slow, body sound, warm up, clap, stamp, click, speed, volume, castanet, tambour, drum, musician, over, under, through, into, beat, movement, performance. Lyrics, change, setting, describe, audience, confidence, innovate, music video, in time, echo, band.</p>	<p>To begin to develop and be able to maintain a comfortable singing position. ••</p> <p>Sing the pitch of a tone sung by another person (pitch match) ••</p> <p>To imitate, create and use a range of actions when singing a song. ••</p> <p>Remember and sing entire songs. ••</p> <p>To recognise their voice as an instrument and suggest ways to change our voice to create different sounds ••</p> <p>Sing the melodic shape of familiar songs (moving melody, such as up and down, down and up). ••</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. ••</p> <p>Genre Exposure: Nursery rhyme, R&B, Soul / Funk, Jazz, Orchestral suite, Folk, Pop / Soul, Dance, Reggae, Pop, Pop/Rock, musical theatre.</p>	<p>Percussion instruments</p> <p>Experiment with instruments and the different sounds they can make. ••</p> <p>Respond to adult prompts of making a faster or slower sound when playing an instrument. ••</p> <p>Respond to adult prompts of making a louder or quieter sound when playing an instrument. ••</p> <p>Play instruments with increasing control to express their feelings and ideas. ••</p> <p>Play instruments with developing timing and attention. ••</p> <p>To explore body percussion and suggest ways to create sounds using our body ••</p>	<p>To create their own songs, or improvise a song around one they know with their peers and their teacher. ••</p> <p>Explore and engage in music making, performing solo or in groups. ••</p>	<p>Perform songs and musical stories while trying to move in time with the music. ••</p> <p>To perform as part of a class and group with developing confidence. ••</p> <p>To discuss what they liked about their own and others' performances with adult guidance. ••</p>
	♥	<ul style="list-style-type: none"> •• Show more confidence in new social situations. •• Show resilience and perseverance in the face of challenge. 			<ul style="list-style-type: none"> •• Identify and moderate their own feelings socially and emotionally. •• Build constructive and respectful relationships. 	
I can...		<ul style="list-style-type: none"> • Listen attentively and respond to music I have listened to, expressing my thoughts and feelings. • Follow a musical leader to clap / tap along to the beat of a song. 	<ul style="list-style-type: none"> • Sing a range of familiar songs, increasingly matching pitch and following the melody. • Begin to maintain a comfortable singing position. 	<ul style="list-style-type: none"> • Play instruments with increasing control with developing timing and attention. • Respond to adult prompts when changing how my instrument is played (loud, quiet, fast, slow) 	<ul style="list-style-type: none"> • To invent and innovate familiar songs with my peers and teachers. • Select instruments to accompany the invention/innovation of songs. 	<ul style="list-style-type: none"> • To perform (either whole class or in small groups) with developing confidence and enjoyment. • Follow a musical leader with developing focus.

		Theoretical Knowledge	Singing	Instrumental	Improvisation / Composition	Performance
Year 1	Hands / Head	<p>To clap along to the beat / pulse of a song, following the musical leader. ●●</p> <p>Identify and find the pulse in music. ●●</p> <p>Identifying and describing the tempo of a song, using the vocabulary: fast, slow or in-between. ●●</p> <p>Identify and discuss the pitch of the music, using the vocabulary: high, low, normal. ●</p> <p>Identifying a discussing a range of vocalists within music e.g. male, female, backing vocals.</p> <p>Exposure to and use of key vocabulary: Genre, hip-hop, hook, pulse, instrument, vocal, compose, beat, edit, perform, singers, rhythm, tempo, fast, slow, in-between. Pitch, high, low, normal, note, in time, out of time, boomwhackers. Structure, chorus, verse.</p> <p>Genre exposure: Hip-hop, Pop, Latin Bossa-nova, Latin jazz, Jazz, Rock, R&B/Soul, Reggae, Blues/R&B.</p>	<p>Find a comfortable singing position and begin to maintain this while singing. ●●</p> <p>Learn to start and stop singing when following a musical leader. ●●</p> <p>To change singing accordingly to match the musical leader's pitch ●●</p> <p>To change singing accordingly to match the musical leader's tempo ●●</p> <p>Listen and comment on a range of songs, e.g. if they like it, how it makes them feel ●●</p> <p>Learn about voices, singing notes of different pitches (high and low) ●●</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm ●●</p> <p>To listen to others when singing to know when it is their turn (call and response). ●</p>	<p>Boomwhackers</p> <p>Treat instruments carefully, safely and with respect. ●●</p> <p>Clap, march or tap back the pulse in music. ●●</p> <p>To follow simple pictorial notation with developing accuracy. ●●</p> <p>To increasingly follow a musical leader to play along with boomwhacker notation. ●●</p> <p>To transition from playing an instrument (boomwhacker) to singing, following directions from the musical leader. ●</p> <p>Play boomwhacker notation with developing timing and accuracy. ●●</p> <p>Learn how the notes (or pictorial representation of notes) can be written down and changed if necessary. ●</p> <p>To identify the different pitch sounds made by boomwhackers, using the musical vocabulary: high or low. ●●</p>	<p>To create a 4 beat composition in partners using pictures of instruments and colours of boomwhackers. ●●</p> <p>To edit a 4 beat composition in partners. ●●</p> <p>To create and edit a simple pictorial notation with developing accuracy ●●</p>	<p>Discuss performance afterwards: How did it make you feel? What did you like? ●●</p> <p>To perform as part of a whole group, playing their assigned notation with developing accuracy ●●</p> <p>To increasingly use actions while singing, increasingly keeping in time with music. ●●</p> <p>To listen to their partner / group when performing to know when it is their turn to play and sing. ●●</p>
		<ul style="list-style-type: none"> ●● Listen to others and watches others perform. ●● Asks for help if needed. 			<ul style="list-style-type: none"> ●● Can work collaboratively in pairs when composing. ●● Performs with increasing confidence and is willing to 'have a go'. 	
I can...		<ul style="list-style-type: none"> •To find the beat / pulse of a song, following a musical leader. •To identify and discuss the tempo and pitch of music. •To discuss songs from a range of genres. 	<ul style="list-style-type: none"> •Learn new songs with increasing confidence. •Identify a change in tempo or pitch in music and respond when singing. •Use my voice creatively by singing songs, chants and rhymes. •Find a comfortable singing position and maintain while singing 	<ul style="list-style-type: none"> •Follow a musical leader with increasing focus. •To follow pictorial notation with developing accuracy. •To identify a pitch change within instruments. 	<ul style="list-style-type: none"> •Experiment with, create, select and combine sounds using the inter-related dimensions of Music •Create compositions using pictorial notation with my peers. 	<ul style="list-style-type: none"> •To perform (either whole class or in small groups) with confidence and enjoyment. •Follow a musical leader with increasing focus.

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Year 2	Hands / Head	<p>Identifying and discussing the: pulse, rhythm, tempo and pitch of the music. ••</p> <p>To identify a change in dynamics in a piece of music. ••</p> <p>Identifying and discussing instruments and vocalists within music. ••</p> <p>Introduction to the concept of 'improvising'. ••</p> <p>Exposure to and use of key vocabulary: Glockenspiel, metal, percussion, hit, shake, scrape, note, notation, beater, vocal, instrumental, pulse, pitch, high, low, normal, tempo, fast, slow, in between, structure, perform. Posture, melody, improvise, compose, dynamics, loud, soft, verse, chorus. Djembe drum.</p> <p>Genre exposure: Soul/Pop, Pop, Rock, Rockabilly, Reggae, Traditional Gospel, Jazz.</p>	<ul style="list-style-type: none"> •• To maintain a comfortable singing position when singing and verbalise its importance. •• To start and stop singing when following a leader with increasing attention and accuracy. •• To change singing accordingly to match the musical leader's pitch and tempo. •• To adjust voice volume when singing to match the songs dynamics. •• To know that we need to warm up our voices. 	<p>Glockenspiel – Djembe Drum</p> <ul style="list-style-type: none"> •• To follow a musical leader and simple glockenspiel notation (video) to play the unit song. • To follow Glockenspiel notation with developing <u>timing</u> and <u>accuracy</u>. • To adjust and respond to a change in tempo of a rhythmic pattern when playing. • <u>To adjust and respond to a change in dynamics of a rhythmic pattern when playing.</u> • To change dynamics within a rhythmic pattern. • To follow a musical leader whilst exploring different methods / techniques when playing a djembe drum. <p>Identify a pitch change on a Glockenspiel. ••</p>	<ul style="list-style-type: none"> • To begin improvising with increasing independence using actions (clapping hands) and instruments (Glockenspiels). • To create a simple melody using 4 notes. • <u>Transcribe the notes of a composition and edit if necessary.</u> • To listen to their partner's guidance when playing to support the concept of working together (African drumming – verbal instruction). • To compose a syllabic rhythmic pattern with varying dynamics (based on African Animals) with a partner. 	<ul style="list-style-type: none"> •• Use actions while singing; increasingly keeping in time with the music. • To perform a 4 note composition with a partner. •• To perform as a whole group, playing the desired notes; moving between keys. • To perform in a small group with varying dynamics. •• Watch and comment on their thoughts of a performance, discussing what they liked and what could be changed next time.
		<ul style="list-style-type: none"> •• Asks for help if needed. •• Listen to others and watches others perform. •• Discuss how a piece of music makes them feel. 			<ul style="list-style-type: none"> •• Works collaboratively in pairs when improvising / composing. •• Performs with increasing confidence and is willing to 'have a go'. 	
I can...		<ul style="list-style-type: none"> • To find the beat / pulse of a song with increasing independence. • Identify and discuss a change in pitch, tempo and dynamics in a piece of music. • Listen to, engage and discuss music from a range of musical genres. 	<ul style="list-style-type: none"> • Maintain and understand the importance of a positive singing position • Learn and sing new songs with increasing confidence, following my musical leader. • Understand the importance of a vocal warm up. • Identify and respond to a change in tempo, pitch and dynamics when singing. • Use my voice expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically (Glockenspiel / Djembe Drum) • Follow a musical leader and visual notation to play the unit song with developing accuracy and timing. • Adjust the tempo and dynamics of a rhythmic pattern. • Respond to a change in tempo and dynamics when playing. 	<ul style="list-style-type: none"> • Improvise and compose with increasing confidence and independence. • Contribute to the composition of short melodies and rhythmic patterns. • Begin transcribing a simple composition. 	<ul style="list-style-type: none"> • Perform (either whole class or in small groups) with confidence and enjoyment. • Discuss and reflect on my own and others' performances.

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Year 3 – Charanga Unit		<ul style="list-style-type: none"> •To know five songs from memory and who sang them or wrote them •To know the style of the five songs •To confidently identify and move to the pulse •To think about what the words of a song mean •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. •To know that duration is the length of time a note is played for. <p>Exposure to and use of key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, organ, backing vocals, riff, pentatonic scale, stave.</p> <p>Genre exposure (with corresponding unit number) 1 RnB. 3. Reggae. 4. Pop. 5. Disco. 6. Classical.</p>	<ul style="list-style-type: none"> •To sing in unison and in simple two-parts or a round. •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 have an awareness of the pulse internally when singing. 	<p>Recorder</p> <ul style="list-style-type: none"> •To learn how to position tongue correctly to play a recorder •Place fingers correctly •To play a variety of notes: B, A, C G •To recognise and play differentiated notes on a stave. •Repeat certain bars in a pattern. <ul style="list-style-type: none"> •Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. •To rehearse and perform their part within the context of the Unit song. •To listen to and follow musical instructions / directions from a leader. 	<ul style="list-style-type: none"> •Help create at least one simple melody using one, three or five different notes. •Plan and create a section of music that can be performed within the context of the unit song. •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 increase confidence and exposure to improvisation. •To begin improvising with the notes given. 	<ul style="list-style-type: none"> •To record the performance and say how they were feeling, what they were pleased with what they would change and why.
I can...		<ul style="list-style-type: none"> •Know how the pulse, rhythm and pitch together to create a song •To know the difference between pulse and rhythm •Recognise a note on a stave •Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> •Use my voice to sing in a round •Use my voice to sing alongside an instrument •Play and perform in solo and ensemble contexts, using my voice and playing musical instruments 	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> •To plan and create a section of music. •To create differentiated improvisations with the given notes. •To begin recoding creations using a given method e.g. notation. 	<ul style="list-style-type: none"> •To reflect upon musical creations and performances.

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Year 4 – Charanga Unit	<ul style="list-style-type: none"> •To know five songs from memory and who sang them or wrote them •To know the style of the five songs •To discuss a songs: lyrics, dynamics, tempo, pitch and rhythm. *Identify the main sections of a song (introduction, verse, chorus etc) *Name some of the instruments they heard in the song. • To demonstrate an understanding of how pulse, rhythm and pitch work together • To keep the internal pulse with increasing confidence. •To identify the duration of notes and follow a musical leader to vary the duration of notes when playing. <p>Exposure to and use of key vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythmic patterns, musical style, choreography, digital/electronic sounds, turntables, synthesisers, notation, backing vocal, organ.</p>	<ul style="list-style-type: none"> •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 rejoin the song if lost. •To listen to the group when singing. •To understand and respond to texture when singing. •To follow a musical leader when rapping the unit song with increasing timing. <p>Genre exposure (with corresponding unit number) 1 Pop. 2. Mixed styles. 3. Grime. 4. Gospel. 5. The Beatles/Pop. 6. Classical.</p>	<p>Recorder</p> <ul style="list-style-type: none"> •To recap previously taught notes. •To learn new notes through differentiated options and melodies. D, E, F. •Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation •To rehearse and perform their part within the context of the Unit song •To listen to and follow musical instructions from a leader. •To play songs with varying durations of notes (Blackbird). 	<ul style="list-style-type: none"> •To increase confidence and exposure to improvisation. •To begin improvising with the notes given. •Help create at least one simple melody using one, three or five different notes. •Plan and create a section of music that can be performed within the context of the unit song. •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 compose and transcribe new lyrics to the unit song. 	<ul style="list-style-type: none"> •To record the performance and say how they were feeling, what they were pleased with what they would change and why. •To develop performance presence e.g. the understanding of pronouncing words clearly.
I can...	<ul style="list-style-type: none"> •Understand and use key vocabulary •To identify and discuss some musical characteristics when listening to a song. •Listen with attention to detail and recall sounds with increasing aural memory •Develop an understanding of the history of music. 	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression •Maintain an appropriate, effective singing position and accurately respond to a change in tempo, pitch, dynamics. 	<ul style="list-style-type: none"> •Play in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> •To plan and create a section of music. •To begin recoding creations using a given method e.g. notation. •To continue to improvise and compose music for a range of purposes 	<ul style="list-style-type: none"> •To continue to enhance performance confidence. •To reflect upon musical creations and performances.

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Year 5	Hands / Head	<ul style="list-style-type: none"> •To discuss a range of songs, who sang or wrote them, their style/genre, when they were written and, if possible, why? •• •Discuss the historical context of songs and what was going on at the time. •• •How pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect in a song. •• •Understand how tempo and dynamics can alter rhythm. •• •How to keep the internal pulse with further accuracy. •• •To listen to and identify different guitars and their functions e.g. lead, backing. •• •To discuss the structure of a song. •• <p>Vocabulary: Guitar, body, head, neck, fret, tuners, strings, acoustic, electric, bass, amplify, plectrum, strum, pluck, note, pulse, pitch, tempo, texture, dynamics, structure, chord, major, minor, solo, compose, perform, evaluate. Introduction, verse, pre-chorus, chorus, peer-assessment, self-assessment. Sharp, flat, tuning, in-tune, out of tune.</p> <p>Genre exposure: Rock, Pop, Reggae, Country, Folk Rock, Rap, R&B, Disco</p>	<p>Maintain an appropriate singing position throughout the unit song and explain its importance. ••</p> <p>To know and explain the importance of warming up your voice. ••</p> <p>To listen to other singers and be aware of how you fit into the group. ••</p> <p>To sing with awareness of being 'in tune' ••</p> <p>To enjoy exploring singing solo ••</p> <p>To follow a musical leader to transition from playing to singing. ••</p>	<p>Identify key parts of a Guitar and their function. •</p> <p>To correctly handle a Guitar ••</p> <p>Learn and play the chords: G major, C major and E minor and move between two chords with developing control and coordination. ••</p> <p>Learn and play the chord D major and move between selected chords with developing coordination •</p> <p>To identify and use a strumming technique with developing control and coordination. ••</p> <p>To identify and use a plucking technique with developing control and coordination. ••</p> <p>Learn and play single notes: E, A, G, D and begin to move between notes with developing independence and accuracy. •</p> <p>•To listen to and follow musical instructions from a leader. ••</p> <p>•To rehearse their part within the context of the Unit song. ••</p>	<p>Contribute to the creation and transcription of a 3 chord composition. •</p> <p>Create and transcribe a 3 chord composition and play in groups, following musical notation. •</p> <p>To increasingly recognise the connection between sound and symbol (notation) ••</p>	<p>To talk about the venue and how to use it to best effect (when performing themselves or observing a performance) ••</p> <p>To perform their part within the context of the Unit song. ••</p> <p>To continue developing performance presence and confidence. ••</p> <p>To record the performance and compare it to a previous performance. ••</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” ••</p>
		<p>To begin demonstrating Musical Leadership skills ••</p> <p>Develop confidence and emotional resilience through discussion of strengths and areas to develop ••</p>			<p>To rehearse, compose and perform collaboratively, establishing their role within the group ••</p> <p>To show perseverance and resilience when faced with challenge ••</p>	



	I can...	<ul style="list-style-type: none"> •Continue to develop knowledge on musical genres. •Develop an understanding of the history of music. •Understand the covered interrelated dimensions of music and identify / discuss these in relation to a piece of music. •Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression •Maintain an appropriate, effective singing position and accurately respond to a change in tempo, pitch, dynamics. 	<ul style="list-style-type: none"> •Play the taught chords and notes with increasing control and coordination. •Follow notation for a selected song section e.g. verse, chorus. •Demonstrate correct handling and finger placement when playing. 	<ul style="list-style-type: none"> •Begin to improvise and compose music for a range of purposes, discussing the covered inter-related dimensions of music •Transcribe, then follow short 2/3 chord compositions with increasing independence. 	<ul style="list-style-type: none"> •Play and perform in groups and joint contexts, playing musical instruments with increasing accuracy, fluency, control and expression. •To perform with increasing confidence and presence.
YR		Theoretical Knowledge	Singing	Instrumental	Improvisation / Composition	Performance
Year 6 – Charanga Unit		<ul style="list-style-type: none"> •To know five songs from memory, who sang or wrote them, their style/genre, when they were written and, if possible, why? •To discuss some musical characteristics of some songs e.g. the lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), the main sections of the songs, the instruments and to identify/discuss the historical context (What else was going on at this time?) •How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song •To identify and develop understanding of given notation. •Know and talk about that fact that we each have a musical identity •To think about the message of songs. •To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences 	<ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> ○ 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 •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. •To listen to each other and be aware of how you fit into the group. •To sing with awareness of being ‘in tune’. 	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> •Different ways of writing music down – e.g. staff notation, symbols. •The notes C, D, E, F, G, A, B + C on the treble staff. •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. •To rehearse and perform their part within the context of the Unit song •To listen to and follow musical instructions from a leader •To increase confidence and exposure to improvisation •Help create one simple melody using one, three or five different notes. •To identify three-well known improvising musicians. 	<ul style="list-style-type: none"> •Create simple melodies using up to five different notes. •Explain the keynote or home note and the structure of the melody •Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song •Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Genre exposure (with corresponding unit number) 1 Pop/Neo Soul. 2. Bacharach and Blues. 3. Classical or Urban Gospel. 4. 70s Ballad/Pop. 6. Classical.</p>	<ul style="list-style-type: none"> • To choose what to perform and create a programme. •To communicate the meaning of the words and clearly articulate them. •To talk about the venue and how to use it to best effect. •To record the performance and compare it to a previous performance. •To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” <p>Exposure to and use of key vocabulary: Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, motown, hook, riff, solo, blues, jazz, improvisation, ostinato, phrases, urban gospel, harmony, electronic music, acoustic music.</p>

I can...	<ul style="list-style-type: none"> •To understand and increasingly use key music vocabulary •Listen with attention to detail and recall sounds with increasing aural memory •Use and understand staff and a range of musical notations •Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians •Develop an understanding of the history of music 	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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