

## Music Skills Progression Map

		Key Stage 1		Key Stage 2			
National Curriculum		Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Coverage &amp; Vocabulary &amp; 5 R's</b>	<b>Units:</b> Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay  <b>Style:</b> A variety of nursery Rhymes and action songs  Clap, tap, stamp, actions, nod  <b>Readiness:</b> children show they are ready	<b>Unit:</b> Hey You! <b>Style:</b> Old-School Hip Hop  <b>Unit:</b> Rhythm in The Way We Walk and Banana Rap <b>Style:</b> Reggae, Hip Hop  <b>Unit:</b> In the Groove <b>Style:</b> Blues, Baroque, Latin, Bhangra, Folk, Funk  <b>Unit:</b> Round and Round <b>Style:</b> Bossa	<b>Unit:</b> Hands, Feet, Heart <b>Style:</b> South African styles  <b>Unit:</b> Ho, Ho, Ho <b>Style:</b> Christmas, Elvis, Motown  <b>Unit:</b> I wanna play in a band <b>Style:</b> Rock  <b>Unit:</b> Zootime <b>Style:</b> Reggae  <b>Unit:</b> Friendship Song <b>Style:</b> Pop  <b>Unit:</b> Reflect, Rewind and Replay	<b>Unit:</b> Let your spirit fly <b>Style:</b> R&B, Soul, Musicals  <b>Unit:</b> Glockenspiel Stage 1 <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles  <b>Unit:</b> Three Little Birds <b>Style:</b> Reggae  <b>Unit:</b> The Dragon Song <b>Style:</b> Music from around the world	<b>Unit:</b> Mamma Mia <b>Style:</b> Pop, Disco  <b>Unit:</b> Glockenspiel Stage 2 <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles  <b>Unit:</b> Stop! <b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion  <b>Unit:</b> Lean on me <b>Style:</b> Gospel  <b>Unit:</b> Blackbird	<b>Unit:</b> Livin' on a prayer <b>Style:</b> Rock  <b>Unit:</b> Classroom Jazz 1 <b>Style:</b> Jazz  <b>Unit:</b> Make you feel my love <b>Style:</b> Pop ballads  <b>Unit:</b> Fresh Prince of Bel Air <b>Style:</b> Hip Hop  <b>Unit:</b> Dancing in the street <b>Style:</b> Motown  <b>Unit:</b> Reflect,	<b>Unit:</b> Happy <b>Style:</b> Motown/Pop  <b>Unit:</b> Classroom Jazz 2 <b>Style:</b> Jazz, Latin, Blues  <b>Unit:</b> Benjamin Britten – A New Year Carol <b>Style:</b> Bhangra, Gospel  <b>Unit:</b> You've got a friend <b>Style:</b> Carol King – Female composer  <b>Unit:</b> Music and Me <b>Style:</b> Female composers  <b>Unit:</b> Reflect, Rewind and Replay

<p>to sing by sitting or standing up straight and watching for when to begin.</p>	<p>Nova</p> <p><b>Unit:</b> Your Imagination</p> <p><b>Style:</b> Pop</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Classical</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination</p> <p>Resilience: children keep practicing and trying to improve by learning the tune or the words even</p>	<p><b>Style:</b> Western Classical</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p> <p>Reflectiveness: think about what went well when they performed together. What did you enjoy? How could you make it even better?</p>	<p><b>Unit:</b> Bringing us together</p> <p><b>Style:</b> Disco</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco</p> <p>Resilience: to not be afraid to try out different instruments and techniques when they identify that something isn't working well.</p>	<p><b>Style:</b> Disco</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical</p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>	<p>Rewind and Replay</p> <p><b>Style:</b> Western Classical</p> <p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p> <p>Resourcefulness: think carefully</p>	<p><b>Style:</b> Classical</p> <p>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, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony</p> <p>Reflectiveness: consider the overall effect on the audience, could anything be improved for future performances?</p>	

		when it is tricky.			Responsibility: choose from a range of instruments the one which will work best with the tune/ song.	about which instruments will complement each different genre of music best.	
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		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & Appraising							
	<p><b>Units:</b> Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay</p> <p><b>Style:</b> A variety of nursery Rhymes and action songs</p>	<p><b>Skills:</b> To respond to different moods in music To say how a piece of music makes them feel To say whether they like or dislike a piece of music To choose sounds to represent different things To recognise repeated patterns To follow instructions about when to play or sing</p>	<p><b>Skills:</b> To improve their own work To listen out for particular things when listening to music (e.g. pitch or tempo) To learn how they can enjoy music by dancing, marching or being animals To learn how songs can tell a story or an idea</p> <p><b>Knowledge:</b> To know 5 songs off</p>	<p><b>Skills:</b> To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To confidently identify and move to the pulse To think about what the words of a song mean To take it in turn to</p>	<p><b>Skills:</b> To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music To confidently identify and move to the pulse To talk about the musical dimensions working together</p>	<p><b>Skills:</b> To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music</p>	<p><b>Skills:</b> To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact</p>

		<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p><b>Knowledge:</b> 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</p> <p><b>Challenge:</b> To be able to tell the difference between a fast and slow tempo To be able to tell the difference between loud and quiet</p>	<p>by heart To know that songs have a chorus or response/answer part To know that songs have a musical style</p> <p><b>Challenge:</b> To recognise sounds that move by steps and by leaps</p>	<p>discuss how the song makes them feel To listen carefully and respectfully to other people's thoughts about the music</p> <p><b>Knowledge:</b> To recognise the work of at least one famous composer 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: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song</p> <p><b>Challenge:</b> To tell</p>	<p>in the Unit songs e.g. if the song gets louder in the chorus (dynamics) To talk about the music and how it makes them feel To listen carefully and respectfully to other people's thoughts about the music To use musical words when discussing a piece of music</p> <p><b>Knowledge:</b> To being to identify with the style of work of Beethoven, Mozart and Elgar 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</p>	<p>To contrast the work of famous composers and show preferences To identify and move to the pulse with ease To think about the message of songs and likes/dislikes To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To talk about the musical dimensions working together in the Unit songs</p> <p><b>Knowledge:</b> 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</p>	<p>that different composers from different times will have had on the people of the time To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about the songs To talk about the musical dimensions working together in the Unit songs To talk about the music and how it makes you feel, using musical language to describe the music</p> <p><b>Knowledge:</b></p>
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				<p>whether a change is gradual or sudden. To identify repetition, contrasts and variations</p>	<p>the song is about</p> <ul style="list-style-type: none"> <li>- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc)</li> <li>- Name some of the instruments they heard in the song</li> </ul> <p><b>Challenge:</b> To identify how a change in timbre can change the effect of a piece of music</p>	<p>three other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>- The lyrics: what the songs are about</li> <li>- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>- Name some of the instruments they heard in the songs</li> <li>- The historical context of the songs. What else was going on at this time?</li> </ul> <p><b>Challenge:</b> To explain how tempo changes the character of music.</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>- The lyrics: what the songs are about</li> <li>- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>- Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>- Name some of the instruments used in the songs</li> </ul>
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						To identify where a gradual change in dynamics has helped to shape a phrase of music	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  <b>Challenge:</b> To appraise the introductions, interludes and endings for songs and compositions they have created
	<b>Remember:</b> actions can help us to remember songs.	<b>Remember:</b> To say how a piece of music makes them feel	<b>Remember:</b> To listen out for particular things when listening to music (e.g. pitch or tempo)	<b>Remember:</b> To use musical words to describe what they like and dislike	<b>Remember:</b> To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics)	<b>Remember:</b> To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences	<b>Remember:</b> To be able to compare and contrast the impact that different composers from different times will have had on the people of the time
		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p><b>Units:</b> Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay</p> <p><b>Style:</b> A variety of nursery Rhymes and action songs</p>	<p><b>Skills:</b> To use their voices to speak/sing/chant To join in with singing To sing notes of different pitches (high and low) To learn to start and stop singing when following a leader To understand you can make different types of sounds with your voice – you can rap or say words in rhythm</p> <p><b>Knowledge:</b> To confidently sing or rap five songs from memory and sing them in unison</p> <p><b>Challenge:</b> To make loud and quiet sounds. To know that the chorus keeps repeating</p>	<p><b>Skills:</b> To sing and follow the melody (tune) To learn about voices singing notes of different pitches and singing accurately at a given pitch (high and low) To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm) To learn to find a comfortable singing position To learn to start and stop singing when following a leader</p> <p><b>Knowledge:</b> To confidently know and sing five songs from memory To know that unison is everyone singing at the same time To know that songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices</p> <p><b>Challenge:</b> To sing rhythmic patterns in</p>	<p><b>Skills:</b> To sing in tune with expression To control their voice when singing 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 have an awareness of the pulse internally when singing</p> <p><b>Knowledge:</b> 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</p>	<p><b>Skills:</b> 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 re-join the song if lost To listen to the group when singing To perform a simple part rhythmically To sing songs from memory with accurate pitch</p> <p><b>Knowledge:</b> 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</p>	<p><b>Skills:</b> To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form To sing in unison and to sing backing vocals To enjoy exploring singing solo To listen to the group when singing To demonstrate a good singing posture To follow a leader when singing To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being 'in tune'</p> <p><b>Knowledge:</b> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal</p>	<p><b>Skills:</b> To sing a harmony part confidently and accurately, performing parts from memory To provide rhythmic support 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'</p> <p><b>Knowledge:</b> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal</p>

			<p>contrasting tempo; keeping to the pulse</p>	<p>To know why you must warm up your voice</p>	<p>you feel different things e.g. happy, energetic or sad</p> <ul style="list-style-type: none"> <li>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- Texture: How a solo singer makes a thinner texture than a large group</li> <li>- To know why you must warm up your voice</li> </ul> <p><b>Challenge:</b> To use selected pitches simultaneously to produce simple harmony</p>	<p>of how you fit into the group</p> <p>To sing with awareness of being 'in tune'</p> <p><b>Knowledge:</b></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Its main features</li> <li>- Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>- To know what the song is about and the meaning of the lyrics</li> <li>- To know and explain the importance of warming up your voice</li> </ul> <p><b>Challenge:</b></p> <p>To use pitches simultaneously to produce harmony by building up</p>	<p>pulse</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Its main features</li> <li>- Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>- To know what the song is about and the meaning of the lyrics</li> <li>- To know and explain the importance of warming up your voice</li> </ul> <p><b>Challenge:</b> To perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>
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						simple chords	
	<b>Remember:</b> lots of songs tell stories.	<b>Remember:</b> To sing notes of different pitches (high and low)	<b>Remember:</b> To sing and follow the melody (tune)	<b>Remember:</b> To control their voice when singing	<b>Remember:</b> To sing in unison and in simple two-parts	<b>Remember:</b> To recognise and use basic structural forms e.g. rounds, variations, rondo form	<b>Remember:</b> To sing a harmony part confidently and accurately, performing parts from memory
		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Playing instruments</b>	<b>Units:</b> Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay	<b>Skills:</b> To use instruments to perform To clap short rhythmic patterns To copy sounds To make different sounds with instruments To treat instruments carefully and with respect To play a tuned instrumental part with the song they perform	<b>Skills:</b> To understand the need to treat instruments carefully and with respect To 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) To play the part in time with the steady pulse To listen to and follow musical instructions from a leader To play simple rhythmic	<b>Skills:</b> To play clear notes on instruments To 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 a Unit song	<b>Skills:</b> To treat instruments carefully and with respect To 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	<b>Skills:</b> To play a musical instrument with the correct technique within the context of a Unit song To 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	<b>Skills:</b> To play a musical instrument with the correct technique within the context of the Unit song To 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
	<b>Style:</b> A variety of nursery Rhymes and action songs						

		<p>To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)</p> <p>To listen to and follow musical instructions from a leader</p> <p><b>Knowledge:</b> To learn the names of the notes in their instrumental part from memory or when written down</p>	<p>patterns on an instrument</p> <p><b>Knowledge:</b> To learn the names of the notes in their instrumental part from memory or when written down</p> <p>To know the names of untuned percussion instruments played in class</p>	<p><b>Knowledge:</b> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p>	<p>of the Unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song</p> <p><b>Knowledge:</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>- Other instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>perform their part within the context of a Unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p><b>Knowledge:</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Different ways of writing music down – e.g. staff notation, symbols</li> <li>- The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>- The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>memory or using notation</p> <p>To rehearse and perform their part within the context of the Unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p><b>Knowledge:</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Different ways of writing music down – e.g. staff notation, symbols -</li> <li>- The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>- The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
	<b>Remember:</b> we can make different sounds	<b>Remember:</b> To copy sounds with an	<b>Remember:</b> To play the part in time with the steady pulse	<b>Remember:</b> To play clear notes on instruments	<b>Remember:</b> To play any one, or all four,	<b>Remember:</b> To know and be able to talk about	<b>Remember:</b> To know and be able to talk about

	with different instruments	instrument			differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song	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
		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Improvisation &amp; Composition</b>	<p><b>Units:</b> Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay</p> <p><b>Style:</b> A variety of nursery Rhymes and action songs</p>	<p><b>Skills:</b> To improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise – Take it in turns to improvise using one or two notes To help to create a simple melody using one, two or three notes.</p>	<p><b>Skills:</b> To be able to use improvisation tracks provided To be able to improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words) 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes 3. Improvise! – Take it in turns to improvise using one or two notes To order sounds to</p>	<p><b>Skills:</b> To create repeated patterns with different instruments To compose melodies and songs using one, three or five different notes To combine different sounds to create a specific mood or feeling To improvise using instruments in the context of the song they are learning to perform To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo To record the</p>	<p><b>Skills:</b> To create at least one simple melody using one, three or all five different notes To plan and create a section of music that can be performed within the context of the unit song To talk about how it was created To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo To record the composition in any way appropriate</p>	<p><b>Skills:</b> To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music To explain the keynote or home note and the structure of the melody To listen to and reflect upon the</p>	<p><b>Skills:</b> To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p>

		<p>To learn how the notes of the composition can be written down and changed if necessary</p> <p><b>Knowledge:</b> To understand that improvisation is about making up your own tunes on the spot To understand that 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 understand that composing is like writing a story with music</p>	<p>create a beginning, middle and end To create music in response to different starting positions To choose sounds which create an effect To use symbols to represent sounds, making changes to composition when necessary To make connections between notations and musical sounds</p> <p><b>Knowledge:</b> To understand that improvisation is making up your own tunes on the spot To understand that 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 everyone can improvise, and you can use one or two notes To understand that composing is like writing a story with music</p>	<p>composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p><b>Knowledge:</b> To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends - Different ways of recording compositions (letter names, symbols, audio etc)</p> <p><b>Challenge:</b> To understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music</p>	<p>that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p><b>Knowledge:</b> To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends - Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p><b>Challenge:</b> To explore and use sets of pitches, e.g. 4 or 5 note scales They can show how they can use dynamics to provide contrast</p>	<p>developing composition and make musical decisions about how the melody connects with the song</p> <p><b>Knowledge:</b> 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</p> <p><b>Challenge:</b> Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of</p>	<p>To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p><b>Knowledge:</b> 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</p>
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			<p>To know that everyone can compose</p> <p><b>Challenge:</b> To be able to use simple structures in a piece of music</p> <p>To know that phrases are where we breathe in a song</p>			<p>repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<p>has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>- Notation: recognise the connection between sound and symbol</p> <p><b>Challenge:</b> To show how a small change of tempo can make a piece of music more effective. To use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>
	<p><b>Remember:</b> we can use songs we know and change the words</p>	<p><b>Remember:</b> To understand that improvisation is about making up your own tunes on the spot</p>	<p><b>Remember:</b> To order sounds to create a beginning, middle and end</p>	<p><b>Remember:</b> To compose melodies and songs using one, three or five different notes</p>	<p><b>Remember:</b> To plan and create a section of music that can be performed within the context of the unit song</p>	<p><b>Remember:</b> To change sounds or organise them differently to change the effect</p>	<p><b>Remember:</b> To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</p>

# Performance

	<p><b>Units:</b> Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay</p> <p><b>Style:</b> A variety of nursery Rhymes and action songs</p>	<p><b>Skills:</b> To look at their audience when they are performing To choose a song they have learnt and perform it To add their ideas to a performance To be able to record the performance and say how they were feeling about it</p> <p><b>Knowledge:</b> To understand that a performance is sharing music with other people, called an audience</p>	<p><b>Skills:</b> To choose a song they have learnt from the Scheme and perform it To add their ideas to the performance To record the performance and say how they were feeling about it To perform simple patterns and accompaniments keeping a steady pulse To perform with others To sing/ clap a pulse increasing or decreasing in tempo</p> <p><b>Knowledge:</b> To understand that a performance is sharing music with an audience To know that a performance can be a special occasion and involve a class, a year group or a whole school To understand that an audience can include</p>	<p><b>Skills:</b> To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with what they would change and why</p> <p><b>Knowledge:</b> To know and be able to talk about: Performing as sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other To have planned everything that will</p>	<p><b>Skills:</b> To choose what to perform and create a programme To 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</p> <p><b>Knowledge:</b> To know and be able to talk about: - Performing is sharing music with other people, an audience</p>	<p><b>Skills:</b> 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> <p><b>Knowledge:</b> To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to</p>	<p><b>Skills:</b> 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> <p><b>Knowledge:</b> To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be</p>

			<p>your parents and friends</p> <p>be performed To know you must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>- A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - A performance involves communicating feelings, thoughts and ideas about the song/music</p>	<p>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</p>	<p>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</p>	
	<p><b>Remember:</b> try your best when you perform and it's ok to make mistakes</p>	<p><b>Remember:</b> To look at their audience when they are performing</p>	<p><b>Remember:</b> To perform simple patterns and accompaniments keeping a steady pulse</p>	<p><b>Remember:</b> To talk about the best place to be when performing and how to stand or sit</p>	<p><b>Remember:</b> To present a musical performance designed to capture the audience</p>	<p><b>Remember:</b> To record the performance and compare it to a previous performance</p>	<p><b>Remember:</b> To discuss and talk musically about a performance – “What went well?” and “It would have been even better if...?”</p>

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