



# ST MARY'S CATHOLIC PRIMARY SCHOOL

## Music – Progression of Skills and Knowledge

### EYFS

<b>Statutory Educational Programme:</b>		
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
Singing	<p>To begin to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"><li>• To use the voice to make loud and quiet sounds.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li></ul>	<p><b>Links to ELG's:</b> Sing a range of well-known nursery rhymes and songs.</p>
Listening	<p>To listen and respond to music through movement.</p> <ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li></ul>	<p><b>Links to ELG's:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>
Composing	<p>To explore sounds made by percussion instruments.</p> <ul style="list-style-type: none"><li>• To explore different pitches.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>	<p><b>Links to ELG's:</b> Invent, adapt and recount narratives and stories with peers and their teacher;</p>
Performing	<p>To explore sounds with different instruments</p> <ul style="list-style-type: none"><li>• To make and identify different dynamics e.g. loud and quiet.</li><li>• To copy and create a simple pattern/rhythm.</li><li>• To learn and perform a wide range of different songs and experiment with ways to change them.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>	<p><b>Links to ELG's:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

(i) PROGRESSION OF SKILLS

KEY STAGE 1

**YEAR 1/ 2 National Curriculum Objectives- Skills Progression (covered over a two-year cycle)**

<p><b><u>Listen and Appraise:</u></b> <b>LA1:</b> Enjoy listening to lots of different musical styles from all over the world. <b>LA2:</b> Begin to identify where in the world some music is from. <b>LA3:</b> Begin to identify some of the instruments that can be heard. <b>LA4:</b> Begin to use musical words and language when describing. <b>LA5:</b> When listening to music, can find the pulse independently. <b>LA6:</b> Begin to listen with respect to other people's ideas and feelings towards music. <b>LA7:</b> Understand how pulse, rhythm, pitch, tempo, and dynamics fit into a piece of music.</p>	<p><b><u>Singing</u></b> <b>S1:</b> Sing with a group/ensemble/choir and understand that musical outcomes are of higher quality when doing so. <b>S2:</b> Understand the importance of warming up out voices, standing up straight, breathing properly and pronouncing words correctly. . <b>S3:</b> Understand that the words of a song mean something and that the meaning needs to be known to be able to sing properly. <b>S4:</b> Be able to keep the pulse when singing. <b>S5:</b> Follow a leader or conductor when singing. <b>S6:</b> Sing in tune with a limited pitch range.</p>
<p><b><u>Musical Activities</u></b> <b>MA1:</b> Find the pulse independently when listening to a piece of music and show this by marching, clapping etc. <b>MA2:</b> Understand that the pulse is the foundation of music. <b>MA3:</b> Know understand and demonstrate that:<ul style="list-style-type: none"><li>• Pulse is the heartbeat of music, a steady beat that never stops.</li><li>• Rhythm is long and short sounds that happen over the pulse.</li><li>• Identify the rhythmic patterns found in speech, names, words linked to topics.</li><li>• Pitch is high and low sounds and when added to the pulse and rhythm it creates a song.</li></ul><b>MA4:</b> Find the pulse and keep it, independently and part of a group. <b>MA5:</b> Clap a simple rhythm over a pulse and understand the difference between pulse and rhythm. <b>MA5:</b> Clap the rhythm of their name or favourite food and make up own rhythms. <b>MA6:</b> Explain how tempo and dynamics are used in a piece of music.</p>	<p><b><u>Playing Instruments</u></b> <b>PI1:</b> Continue to create and explore with percussion instruments. <b>PI2:</b> Continue to play 'by ear' and move between differentiated parts with a 'sound before symbol' approach. Use notated parts if appropriate. <b>PI3:</b> Enjoy playing as part of a band/ensemble. Start and end when directed by the leader. <b>PI4:</b> Look after instruments and play thoughtfully, using the correct techniques. <b>PI5:</b> Understand that music is written down in notation form.</p>
<p><b><u>Improvisation</u></b> <b>I1:</b> Enjoy creating and exploring musical sounds with an instrument. <b>I2:</b> Make simple rhythms/tunes/melodies to play with the song that is being learnt. <b>I3:</b> Make up a rhythm with a group and add a tune to it. <b>I4:</b> Be confident in using one, two or three notes when improvising.</p>	<p><b><u>Composition</u></b> <b>C1:</b> Create own tunes and melodies within the context of the song being learnt. <b>C2:</b> Compose using two notes and moving onto three and beyond if required. <b>C3:</b> Record compositions in ways that are appropriate e.g. graphic/pictorial/ICT/Video / formal notation etc. <b>C4:</b> Use dynamics, pitch, tempo, and timbre in my compositions. <b>C5:</b> Be able to remember simple compositions.</p>
<p><b><u>Perform and Share</u></b> <b>PS1:</b> Work together as part of an ensemble and understand that each member has their own role- all are important. <b>PS2:</b> Sing and rap to each other and to an audience. <b>PS3:</b> Confidently play compositions to an audience. <b>PS4:</b> Practise, rehearse and present performances with awareness of the audience. <b>PS5:</b> Enjoy performing. <b>PS6:</b> Enjoy watching a recording of performances and discuss, giving respectful comments &amp; feedback.</p>	

## LOWER KEY STAGE 2

### Year 3/4 National Curriculum Objectives Skills Progression (covered over a two-year cycle)

#### Listen and Appraise:

- LA1:** Listen with concentration to a variety of music from different styles, traditions, times, and places and begin to place in its historical context.
- LA2:** Find the pulse in a piece of music by marching, clapping, or tapping knees. .
- LA3:** Use correct musical words/language to describe music.
- LA4:** Explain your feelings about a piece of music.
- LA5:** To pay attention and concentrate when friends talk about music.
- LA6:** To comment and discuss respectfully
- LA7:** Understand how pulse, rhythm, pitch and tempo, dynamics, timbre, texture, and structure fit into music we listen to.

#### Musical Activities

- MA1:** Find the pulse independently when listening to a piece of music.
- MA2:** Understand that the pulse is the foundation of music .
- MA3:** Know understand and demonstrate that:
- Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over the pulse.
  - Identify the rhythmic patterns found in speech, names, words linked to topics.
  - Pitch is high and low sounds and when added to the pulse and rhythm it creates a song.
- MA4:** Improvise/make up own rhythm and simple melody using own voice. .
- MA5:** Understand how other dimensions of music are sprinkled through songs and pieces.

#### Improvisation

- I1:** Create simple improvisations with voice and instrument.
- I2:** Understand that improvisation means making up own tunes. Make up own rhythms to go with notes.
- I3:** Improvise confidently.
- I4:** Make up simple rhythmic patterns and add a melody.
- I5:** Improvise using two notes and be confident in doing so. Start to increase to three notes.

#### Perform and Share

- PS1:** Work together as part of an ensemble and understand that each member has their own role- all are important.
- PS2:** Be confident when performing to an audience. Sing, play an instrument, improvise, and play compositions during performances.

#### Singing

- S1:** Sing with a group/ensemble/choir and understand that musical outcomes are of higher quality when doing so.
- S2:** Understand the importance of warming up out voices, standing up straight, breathing properly and pronouncing words correctly. .
- S3:** Understand that the words of a song mean something and that the meaning needs to be known to be able to sing properly.
- S4:** Be able to keep the pulse when singing.
- S5:** Follow a leader or conductor when singing.

#### Playing Instruments

- PI1:** Continue to create and explore with percussion instruments.
- PI2:** Continue to play 'by ear' and move between differentiated parts with a 'sound before symbol' approach. Use notated parts if appropriate.
- PI3:** Enjoy playing as part of a band/ensemble. Start and end when directed by the leader.
- PI4:** Look after instruments and play thoughtfully, using the correct techniques.
- PI5:** Understand that music is written down in notation form.

#### Composition

- C1:** Create own tunes and melodies within the context of the song being learnt.
- C2:** Compose using two notes and moving onto three and beyond if required.
- C3:** Record compositions in ways that are appropriate e.g. graphic/pictorial/ICT/Video / formal notation etc.
- C4:** Use dynamics, pitch, tempo, and timbre in my compositions.
- C5:** Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.
- C6:** Practise, rehearse and present performances with an awareness of the audience. Appreciate that performance can influence how the music is presented.
- C7:** Watch a recording of performances and give suggestions for improvement. Enjoy performances.

**UPPER KEY STAGE 2**

**Year 5/6 National Curriculum Objectives Skills Progression (covered over a two-year cycle)**

<p><b><u>Listen and Appraise:</u></b>  <b>LA1:</b> Listen with concentration to a variety of music from all over the world (different styles, traditions, times, and places).  <b>LA2:</b> Recognise different style indicators, different instruments, and their sounds.  <b>LA3:</b> Find and internalise the pulse of the music. Understand the pulse and its role as the foundation of music. Understand that every piece of music has a different pulse.  <b>LA4:</b> Use correct musical words/language to describe music.  <b>LA5:</b> Explain your feelings about a piece of music.  <b>LA6:</b> Listen, comment on, and discuss with confidence, ideas together as a group.  <b>LA7:</b> Appropriately and confidently discuss other dimensions of music and how they fit into the piece of music being listened to.</p>	<p><b><u>Singing</u></b>  <b>S1:</b> Sing in an ensemble with the aim of producing a round sound, a clear diction, control of pitch and a musical understanding of how parts fit together.  <b>S2:</b> Understand the importance of warming up our voices, good posture, breathing and projecting our voices.  <b>S3:</b> Sing with confidence, with increasingly difficult melody and words, sometimes in two parts.  <b>S4:</b> Have a greater understanding of what a song is about and how the words and melody work together to be able to interpret a song.  <b>S5:</b> Perform musically.  <b>S6:</b> Sing with appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.  <b>S7:</b> Understand the workings of an ensemble. Have the opportunity to be a leader/conductor of a group.</p>
<p><b><u>Musical Activities</u></b>  <b>MA1:</b> Find and internalise the pulse securely with confidence and ease, through body movement and in context of the track/game being used.  <b>MA2:</b> Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.  <b>MA3:</b> Know understand and demonstrate that:</p> <ul style="list-style-type: none"> <li>• Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>• Rhythm is long and short sounds that happen over the pulse. Clap and improvise rhythmic patterns.</li> <li>• Demonstrate how pitch, pulse, and rhythm work together to create song.</li> </ul> <p><b>MA4:</b> Clap more complex rhythms; improvising a rhythm and using pitch, improvise using the voice.  <b>MA5:</b> Understand that other interrelated dimensions of music are sprinkled through songs and why that makes music more interesting.</p>	<p><b><u>Playing Instruments</u></b>  <b>PI1:</b> Continue to play glockenspiels, recorders, and band instruments if appropriate to play melodies, tunes and to improvise and compose.  <b>PI2:</b> Play differentiated parts with a sound-before-symbol approach or using notated scores.  <b>PI3:</b> Play easy-medium parts by ear.  <b>PI4:</b> Play and perform in solo and ensemble contexts.  <b>PI5:</b> Play with increasing accuracy, control, fluency, and expression and maintain an appropriate pulse.  <b>PI6:</b> Continue to treat instruments with respect and use the correct technique to play them.  <b>PI7:</b> Build on understanding the basics and foundations of formal notation.</p>
<p><b><u>Improvisation</u></b>  <b>I1:</b> Create musical improvisations with voices and instruments within the context of the songs being learnt.  <b>I2:</b> Understand that when you improvise, you make up your own tune or rhythm. When you write down notation, this becomes a composition.  <b>I3:</b> Improvise and perform in solo and ensemble contexts, use quality, not quantity of notes.  <b>I4:</b> Create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.  <b>I5:</b> Build an improvisation, starting with three, then eventually five notes or a pentatonic scale.</p>	<p><b><u>Composition</u></b>  <b>C1:</b> Create own melody by choosing, combining, and organising patterns and musical ideas within musical structures.  <b>C2:</b> Move beyond composing with just two notes, to three and then five notes.  <b>C3:</b> Use voices, sounds, technology, and instruments in creative ways.  <b>C4:</b> Record the composition in any way appropriate.  <b>C5:</b> Notate music in different ways, using graphics/pictorial notation, video, ICT or with formal notation.  <b>C6:</b> Use the dimensions of music confidently: dynamics, pitch, tempo, and timbre.</p>

**Perform and Share**

**PS1:** Work together as part of an ensemble, adding direction and ideas.

**PS2:** Play instruments with increasing control and accuracy.

**PS3:** Improvise and play back compositions using more complex patterns as part of a performance.

**PS4:** Practise, rehearse and present performances with understanding of an audience and their needs.

**PS5:** Communicate ideas, thoughts and feelings through musical demonstration, language, and movement.

**PS6:** Watch a recording and discuss a performance. Offer constructive comments on their own and others work. Accept feedback and suggestions from others.

**(i) PROGRESSION OF KNOWLEDGE**

<b>Musical Strand</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Listening and Appraising</u></b>	<ul style="list-style-type: none"> <li>• To know 5 songs off by heart.</li> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>• To know songs from memory and who sang them or wrote them.</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>• To choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>• To choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know many songs from memory, who sang or wrote them, when they were written and why?</li> <li>• To know the style of the songs and to name other songs from the Units in those styles.</li> <li>• To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>
<b><u>Musical Games</u></b>	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours, and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours, and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm, and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> </ul>	Know and be able to talk about: <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	Know and be able to talk about: <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	Know and be able to talk about: <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>

		play our instruments.				
<b><u>Singing</u></b>	To confidently sing or rap five songs from memory and sing them in unison	<ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>
<b><u>Playing Instruments</u></b>	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing</li> </ul>	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Know the names of untuned percussion instruments played in class.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, a recorder)</li> </ul>	To know and be able to talk about: <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>	To know and be able to talk about: <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>	To know and be able to talk about: <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><u>Improvisation</u></b>	<ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul>	To know & talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using notes given, you can't make mistakes.</li> </ul>	To know & be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	To know & be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>
<b><u>Composition</u></b>	<ul style="list-style-type: none"> <li>Composing is like writing a</li> </ul>	<ul style="list-style-type: none"> <li>Composing is like writing a story with</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>A</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>A composition: music</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>A composition:</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>A composition: music that is</li> </ul>

	<p>story with music.</p> <ul style="list-style-type: none"> <li>• Everyone can compose.</li> </ul>	<p>music.</p> <ul style="list-style-type: none"> <li>• Everyone can compose.</li> </ul>	<p>composition: music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<p>music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<p>created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>
<p><b><u>Performance</u></b></p>	<p>A performance is sharing music with other people, called an audience</p>	<ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance does not have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance does not have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance does not have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with an audience with belief</li> <li>• A performance does not have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>



Year 1 & 2	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>The 'Charanga' scheme of work incorporates all the skills below, using a range of themes and instruments over the two-year cycle.</b>						
<b>Themes:</b>	<b>Food Glorious Food</b> Hey You! Charanga Christmas Music.	<b>F.F.F.Freezing!</b> In The Groove- Charanga Under and Over the Waves. Round and Round – Charanga.	<b>How does your garden grow?</b> Your Imagination – Charanga. All Creatures Great and Small. Reflect, rewind, replay – Charanga.	<b>Marvellous Me!</b> Hands, Feet, Heart- Charanga.  Christmas Music.	<b>Fire and Dragons</b> I wanna play in a band – Charanga.  Spring has Sprung! Zootime – Charanga.	<b>Magic and Fairy Tales</b> Friendship Song – Charanga.  Up and Away- and On the Move! Reflect, Rewind, Replay- Charanga.
<b>Skills Covered:</b>	<p><b><u>Singing Songs with Control and Using the Voice Expressively</u></b></p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low, and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.</p> <p><b><u>Listening, Memory and Movement</u></b></p> <p>Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing, and appraising music.</p>	<p><b><u>Listening, Memory and Movement</u></b></p> <p>Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing, and appraising music. Identify different sound sources. Identify well-defined musical features.</p> <p><b><u>Control of Instruments</u></b></p> <p>Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.</p> <p><b><u>Composition</u></b></p> <p>Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p> <p><b><u>Evaluating and Appraising</u></b></p> <p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<p><b><u>Controlling Pulse and Rhythm</u></b></p> <p>Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p><b><u>Reading and Writing Notation</u></b></p> <p>Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p>	<p><b><u>Controlling Pulse and Rhythm</u></b></p> <p>Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p><b><u>Singing Songs with Control and Using the Voice Expressively</u></b></p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low, and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody).</p>	<p><b><u>Control of Instruments</u></b></p> <p>Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.</p> <p><b><u>Listening, Memory and Movement</u></b></p> <p>Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing, and appraising music. Identify different sound sources. Identify well-defined musical features.</p> <p><b><u>Composition</u></b></p> <p>Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p> <p><b><u>Evaluating and Appraising</u></b></p> <p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<p><b><u>Reading and Writing Notation</u></b></p> <p>Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p> <p><b><u>Singing Songs with Control and Using the Voice Expressively</u></b></p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low, and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.</p>

	<p>Identify different sound sources. Identify well-defined musical features.</p> <p><b><u>Performance Skills</u></b> Perform together and follow instructions that combine the musical elements.</p>			<p>Sing with an awareness of other performers.</p> <p><b><u>Exploring Sounds, Melody and Accompaniment</u></b> To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.</p> <p><b><u>Performance Skills</u></b> Perform together and follow instructions that combine the musical elements.</p>		<p><b><u>Composition</u></b> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. <b><u>Performance Skills</u></b> Perform together and follow instructions that combine the musical elements.</p>
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<b>Year 3 &amp; 4</b>	<b>Autumn A</b>	<b>Spring A</b>	<b>Summer A</b>	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
<b>Themes:</b>	<b>Ancient Ancestors</b> Mamma Mia – Charanga. Christmas Performance.	<b>Roman Rule</b> Charanga Celts and Romans. Karl Jenkins – The Armed Man and Gladiator – Celtic and Roman Battle. Samba Band.	<b>Producers, Predators and Prey</b> Carnival of the Animals Project and Charanga Animals.	<b>Humans V's Robots</b> Djembe- African Drumming and Body Percussion/ Stomp. Christmas Performance.	<b>Anglo-Saxons and Vikings</b> Vikings Music Project. Peer Gynt – In the Hall of the Mountain King- Grieg – BBC Music Project	<b>Rainforests</b> Baka Beyond – Learn, compose, and perform Rainforest Class Songs.

<p><b>Skills Covered:</b></p>	<p><b><u>Singing Songs with Control and using the voice expressively.</u></b>  Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm.  Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.  Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.  Internalise sounds by singing parts of a song 'in their heads.'  <b><u>Composition:</u></b>  Create textures by combining sounds in different ways.  Create music that describes contrasting moods/emotions.  Improvise simple tunes based on the pentatonic scale.  Compose music in pairs and make improvements to their own work.  Create an accompaniment to a known song.  Create descriptive music in pairs or small groups  <b><u>Reading and Writing Notation:</u></b>  Perform long and short sounds in response to symbols.</p>	<p><b><u>Listening Memory and Movement:</u></b>  Identify melodic phrases and play them by ear.  Create sequences of movements in response to sounds.  Demonstrate the ability to recognise the use of structure and expressive elements through dance.  Identify phrases that could be used as an introduction, interlude and ending.  <b><u>Controlling Pulse and Rhythm:</u></b>  Recognise rhythmic patterns.  Perform a repeated pattern to a steady pulse.  Identify and recall rhythmic and melodic patterns.  Identify repeated patterns used in a variety of music. (Ostinato).  <b><u>Performance Skills:</u></b>  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  <b><u>Evaluating and Appraising:</u></b>  Recognise how music can reflect different intentions.  <b><u>History of Music:/Composers- Karl Jenkins</u></b>  History of Samba.</p>	<p><b><u>Listening, Memory and Movement:</u></b>  Explore and choose different movements to describe animals.  <b><u>Exploring Sounds, Melody and Accompaniment:</u></b>  Identify ways sounds are used to accompany a song.  Analyse and comment on how sounds are used to create different moods.  Explore and perform different types of accompaniment.  Explore and select different melodic patterns.  Recognise and explore different combinations of pitch sounds.  <b><u>Control of Instruments:</u></b>  Identify melodic phrases and play them by ear.  Select instruments to describe visual images.  <b><u>Reading and Writing Notation:</u></b>  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  Choose instruments based on internalised sounds.  <b><u>Composition:</u></b>  Create textures by combining sounds in different ways.</p>	<p><b><u>Controlling Pulse and Rhythm:</u></b>  Recognise rhythmic patterns.  Perform a repeated pattern to a steady pulse.  Identify and recall rhythmic and melodic patterns.  Identify repeated patterns used in a variety of music. (Ostinato).  <b><u>Control of Instruments:</u></b>  Identify melodic phrases and play them by ear.  Select instruments to describe visual images.  Choose instruments based on internalised sounds.  <b><u>Performance Skills:</u></b>  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  <b><u>Evaluating and Appraising:</u></b>  Recognise how music can reflect different intentions.  <b><u>History of Music:/Composers-Stomp</u></b>  History and cultural importance of Djembe drumming.  STOMP – Who are they and what do they do?</p>	<p><b><u>Singing Songs with Control and using the voice expressively.</u></b>  Sing with confidence using a wider vocal range.  Sing in tune.  Sing with awareness of pulse and control of rhythm.  Recognise simple structures. (Phrases).  Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.  Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.  Internalise sounds by singing parts of a song 'in their heads.'  <b><u>Listening, Memory and Movement:</u></b>  Explore and choose different movements to describe animals.  <b><u>Control of Instruments:</u></b>  Identify melodic phrases and play them by ear.  Select instruments to describe visual images.  Choose instruments based on internalised sounds.  <b><u>Reading and Writing Notation:</u></b>  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  <b><u>Performance Skills:</u></b>  Perform in different ways, exploring the way the performers are a musical</p>	<p><b><u>Exploring Sounds, Melody and Accompaniment:</u></b>  Identify ways sounds are used to accompany a song.  Analyse and comment on how sounds are used to create different moods.  Explore and perform different types of accompaniment.  Explore and select different melodic patterns.  Recognise and explore different combinations of pitch sounds.  <b><u>Composition:</u></b>  Create textures by combining sounds in different ways.  Create music that describes contrasting moods/emotions.  Improvise simple tunes based on the pentatonic scale.  Compose music in pairs and make improvements to their own work.  Create an accompaniment to a known song.  Create descriptive music in pairs or small groups.  <b><u>Reading and Writing Notation:</u></b>  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  <b><u>Performance Skills:</u></b></p>
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	<p>Create long and short sounds on instruments.          Play and sing phrase from dot notation.          Record their own ideas.          Make their own symbols as part of a class score.</p> <p><b><u>Performance Skills:</u></b>          Perform in different ways, exploring the way the performers are a musical resource.          Perform with awareness of different parts.</p> <p><b><u>History of Music/ Composers</u></b>          Abba – Who were they and what did they do?          Pop music in the 70's and 80's</p>		<p>Create music that describes contrasting moods/emotions.          Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work.          Create an accompaniment to a known song.          Create descriptive music in pairs or small groups.</p> <p><b><u>Performance Skills:</u></b>          Perform in different ways, exploring the way the performers are a musical resource.          Perform with awareness of different parts.</p> <p><b><u>History of Music/Composers- Saint Saens</u></b></p> <p>Saint-Saens – A history of.          A history of the Orchestra.</p>		<p>resource. Perform with awareness of different parts.</p> <p><b><u>Evaluating and Appraising:</u></b>          Recognise how music can reflect different intentions.</p> <p><b><u>History of Music/ Composers</u></b>          Peer Gynt- Grieg- All about the history of the orchestra</p>	<p>Perform in different ways, exploring the way the performers are a musical resource.          Perform with awareness of different parts.</p> <p><b><u>Evaluating and Appraising:</u></b>          Recognise how music can reflect different intentions.</p> <p><b><u>History of Music/ Composers- Baka Beyond</u></b>          Baka Beyond and the ancient sounds of the music of the Rainforests</p>
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Year 5 & 6	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>Themes:</b> <b>Skills Covered:</b>	<b>To Infinity and Beyond! Space.</b> David Bowie and Holst – The Planet Suite. Composition. History of Music – creating space sounds. Christmas Music. Space. David Bowie	<b>Extreme Earth/Circle of Life</b> Michael Jackson’s Earth Song- Messages of healing the world – Lyrics Children to create their own lyrics for their own Earth Song.	<b>Circle of Life</b> Reflect, Rewind, Replay- Leaver’s Song Composition/ performance.	<b>Africa</b> Djembe- Charanga Unit. Rhythm. Rhythms of the World – Stomp – Rhythms of the World. Christmas Music.	<b>We’ll Meet Again</b> Spirited Singing Songs. War time music and messages. Create own war time songs. Singing for morale. Visit St. Andrew’s to share War Time Songs. SAMBA Band – 3 x hour sessions.	<b>Tudors</b> History of instruments. <a href="http://www.bbc.co.uk/programmes/p055nymn/members">www.bbc.co.uk/programmes/p055nymn/members</a> Listen and create own Tudor Music. Recorder and drum/boren/tambourine. Identify instruments and create own piece. Reflect, Rewind, Replay- Leaver’s Song Composition/ Performance.
	<b><u>Exploring Sounds, Melody and Accompaniment</u></b> Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’. <b><u>Control of Instruments</u></b> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. <b><u>Singing songs with control and using the voice expressively.</u></b> Sing songs with increasing control of breathing, posture, and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places.	<b><u>Singing songs with control and using the voice expressively.</u></b> Sing songs with increasing control of breathing, posture, and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. <b><u>Listening, Memory and Movement</u></b> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. <b><u>Composition</u></b> Explore, select combine and exploit a range of different sounds to compose a	<b><u>Controlling Pulse and Rhythm</u></b> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. <b><u>Composition</u></b> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	<b><u>Controlling Pulse and Rhythm</u></b> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. <b><u>Control of Instruments</u></b> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds <b><u>Singing songs with control and using the voice expressively.</u></b> Sing songs with increasing control of breathing, posture, and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others.	<b><u>Listening, Memory and Movement</u></b> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. <b><u>Control of Instruments</u></b> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. <b><u>Composition</u></b> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. <b><u>Controlling Pulse and Rhythm</u></b> Identify different speeds of pulse (tempo) by clapping and moving.	<b><u>Listening, Memory and Movement</u></b> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. <b><u>Control of Instruments</u></b> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. <b><u>Composition</u></b> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. <b><u>Singing songs with control and using the voice expressively.</u></b> Sing songs with increasing control of breathing, posture, and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places.

<p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p><b><u>Performance Skills</u></b></p> <p>Present performances effectively with awareness of audience, venue, and occasion.</p> <p><b><u>Evaluating and Appraising</u></b></p> <p>Improve their work through analysis, evaluation, and comparison.</p> <p><b><u>History of Music/Composers:</u></b> David Bowie. Holst.</p>	<p>soundscape. Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p> <p><b><u>Reading and Writing Notation</u></b></p> <p>Perform using notation as a support.</p> <p>Sing songs with staff notation as support</p> <p><b><u>Performance Skills</u></b></p> <p>Present performances effectively with awareness of audience, venue, and occasion.</p> <p><b><u>History of Music/Composers:</u></b> Michael Jackson</p>	<p><b><u>Reading and Writing Notation</u></b></p> <p>Perform using notation as a support.</p> <p>Sing songs with staff notation as support.</p> <p><b><u>Evaluating and Appraising</u></b></p> <p>Improve their work through analysis, evaluation, and comparison.</p> <p><b><u>Performance Skills</u></b></p> <p>Present performances effectively with awareness of audience, venue, and occasion.</p> <p><b><u>History of Music/Composers:</u></b> Hans Zimmer, Elton John</p>	<p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p><b><u>Performance Skills</u></b></p> <p>Present performances effectively with awareness of audience, venue, and occasion. <b><u>History of Music/Composers:</u></b> Stomp- rhythms of the world.</p>	<p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.</p> <p><b><u>Evaluating and Appraising</u></b></p> <p>Improve their work through analysis, evaluation, and comparison.</p> <p><b><u>History of Music/Composers:</u></b> Vera Lynn Benjamin Britten</p>	<p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p><b><u>Performance Skills</u></b></p> <p>Present performances effectively with awareness of audience, venue, and occasion.</p> <p><b><u>History of Music/Composers:</u></b> Music from Tudor England CD Historic Royal Palaces. Tallis, Byrd, Morley, Cornysh and Bull.</p>
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