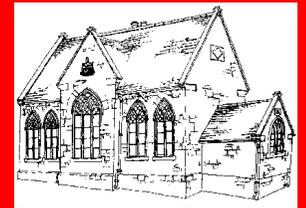




## Curriculum Progression Map



### Curriculum Subject

**MUSIC**

Using Charanga as a base resource; we have personalised the curriculum to suit the current cohort of children throughout each key stage

### Level Expected at End of Early Years Foundatiuon Stage

These are the goals that link most closely with the Music National Curriculum

#### **Expressive Arts and Design (Exploring and Using Media and Materials)**

Children sing songs, make music, dance and experiment with ways of changing them.

#### **Expressive Arts and Design (Being Imaginative)**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- Play tuned and untuned instruments musically;
- Listen with concentration and understanding to a range of high-quality live and recorded music;
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Improvise and compose music for a range of purposes using the inter-related dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations;
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

**KNOWLEDGE AND SKILLS**

**LISTEN AND APPRAISE**

<b>Knowledge</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>
		<p>To know 5 songs 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>To know 5 songs by heart                      To know some songs have a chorus or a response/answer part                      To know that songs have a musical style.</p>	<p>To know 5 songs from memory and sang them or wrote them                      To know the style of the 5 songs                      To choose one song and be able to talk about                      Lyrics, what the song is about                      Musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)                      Identify the main sections of the song (introduction, verse, chorus etc).                      Name some of the instruments used in the song.</p>	<p>To know 5 songs from memory, who sang or wrote them.                      To know the style of the songs.                      To choose one song and be able to talk about:                      Style indicators of the songs                      (musical characteristics that give the songs their style)                      Lyrics – what the songs are about                      Musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)                      Identify the main sections of the songs (introduction, verse, chorus etc).                      Name some of the instruments they heard in the song.</p>	<p>To know 5 songs by heart, who sang and wrote them, when they were written and why?                      To know the style of the 5 songs and to name other songs that are similar in style                      to choose two other songs and be able to talk about                      Style indicators of the songs                      (musical characteristics that give the songs their style)                      Lyrics – what the songs are about                      Musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)                      Identify the main sections of the songs (intro, verse, chorus, etc)                      The historical context of the songs. What else was going on at the time?</p>

## KNOWLEDGE AND SKILLS

### LISTEN AND APPRAISE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse</p> <p>To think about what the words of a song mean</p> <p>To take it in turns to discuss how the song makes them feel</p> <p>Listen carefully and respectfully to other peoples' thoughts about the music</p>	<p>To confidently identify and move to the pulse</p> <p>To talk about the musical dimensions working together in the selected songs (i.e. does it get louder in the chorus?)</p> <p>Talk about the music and how it makes them feel</p> <p>Listen carefully and respectfully to other peoples' thoughts about the music</p> <p>Use musical words when talking about songs</p>	<p>To confidently identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talk about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other peoples' thoughts about the music</p> <p>Use musical words when talking about songs</p> <p>Talk about how the music makes you feel</p>	<p>To confidently identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talk about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other peoples' thoughts about the music</p> <p>Use musical words when talking about songs</p> <p>Talk about how the music makes you feel, using musical language to describe the music.</p>

**MUSICAL ACTIVITIES AND GAMES**

	<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>Knowledge</b>	<p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food colours and animals.</p>	<p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food colours and animals. Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>To know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm</p> <p>Know how pulse, rhythm and pitch work together to create a song</p> <p>Know that every piece of music has a pulse/steady beat</p> <p>Know the difference between a musical question and an answer.</p>	<p>To know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together</p> <p><i>Pulse: Finding the heartbeat of the music</i></p> <p><i>Rhythm: the long and short patterns over the pulse</i></p> <p><i>Pitch: high and low sounds that create melodies</i></p> <p>How to keep the internal pulse</p> <p>Musical Leadership: Creating musical ideas for the group to copy or respond to</p>	<p>To know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: Creating musical ideas for the group to copy or respond to</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: Creating musical ideas for the group to copy or respond to</p>
<b>Skills</b>	<p>Within each unit of work, there are a range of progressive warm-up Games and Challenges to help embed pulse, rhythm and pitch.</p> <p>Children will complete the following in relation to the main song:</p>	<p>Using Progressive Warm-Up Games and Challenges within each unit of work to help embed pulse, rhythm and pitch.</p> <p>Children will complete the following in relation to the main song:</p>	<p>Using the Warm-Up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <p>Children will complete the following in relation to the main song, using two notes:</p>	<p>Using the Warm-Up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <p>Children will complete the following in relation to the main song, using two notes:</p>	<p>Using the Warm-Up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <p>Children will complete the following in relation to the main song, using three notes:</p>	<p>Using the Warm-Up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <p>Children will complete the following in relation to the main song, using three notes:</p>

<b>Skills</b>	<p><b>Game 1</b> Have Fun <i>Finding the Pulse</i> Choose an animal and find the pulse.</p> <p><b>Game 2</b> <i>Rhythm</i> Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p><b>Game 3</b> <i>Rhythm</i> Copy Back, Your Turn Create rhythms for others to copy.</p> <p><b>Game 4</b> <i>Pitch</i> Copy Back and Vocal Warm-Up 1 Listen and sign back. Use your voices to copy back using 'la', whilst marching to the steady beat.</p>	<p><b>Game 1</b> Have Fun <i>Finding the Pulse</i> Choose an animal and find the pulse.</p> <p><b>Game 2</b> <i>Rhythm</i> Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p><b>Game 3</b> <i>Rhythm</i> Copy Back, Your Turn Create rhythms for others to copy.</p> <p><b>Game 4</b> <i>Pitch</i> Copy Back and Vocal Warm-Up 1 Listen and sign back. Use your voices to copy back using 'la', whilst marching to the steady beat.</p>	<p><b>Game 1</b> <i>Finding the Pulse</i> <b>Game 2</b> <i>Rhythm</i> Copy Back: <i>a.Bronze</i> Clap and say back rhythms <i>b.Silver</i> Create your own simple rhythm patterns <i>c.Gold</i> Lead the class using your simple rhythms</p> <p><b>Game 3</b> <i>Pitch</i> Copy Back: Using 2 notes: <i>a.Bronze</i> Copy Back - listen and sing back (no notation) <i>b.Silver</i> Copy Back with instruments, without, then with, notation <i>c.Gold</i> Copy Back with instruments, without, then with, notation</p>	<p><b>Game 1</b> <i>Finding the Pulse</i> <b>Game 2</b> <i>Rhythm</i> Copy Back: <i>a.Bronze</i> Clap and say back rhythms <i>b.Silver</i> Create your own simple rhythm patterns <i>c.Gold</i> Lead the class using your simple rhythms</p> <p><b>Game 3</b> <i>Pitch</i> Copy Back: Using 2 notes: <i>a.Bronze</i> Copy Back - listen and sing back (no notation) <i>b.Silver</i> Copy Back with instruments, without, then with, notation <i>c.Gold</i> Copy Back with instruments, without, then with, notation</p>	<p><b>Bronze Challenge</b> <i>Find the Pulse</i> <i>Copy Back</i> rhythms based on the words of the main song, that include syncopation/off beat <i>Copy Back</i> one note riffs using simple and syncopated rhythm patterns</p> <p><b>Silver Challenge</b> <i>Find the Pulse</i> <i>Lead the Class</i> by inventing rhythms for others to copy back <i>Copy Back</i> two-note riffs by ear <i>Question and Answer</i> using two different notes.</p> <p><b>Gold Challenge</b> <i>Find the Pulse</i> <i>Lead the Class</i> by inventing rhythms for others to copy back <i>Copy Back</i> three-note riffs by ear and with notation</p>	<p><b>Bronze Challenge</b> <i>Find the Pulse</i> <i>Copy Back</i> rhythms based on the words of the main song, that include syncopation/off beat <i>Copy Back</i> one note riffs using simple and syncopated rhythm patterns</p> <p><b>Silver Challenge</b> <i>Find the Pulse</i> <i>Lead the Class</i> by inventing rhythms for others to copy back <i>Copy Back</i> two-note riffs by ear <i>Question and Answer</i> using two different notes.</p> <p><b>Gold Challenge</b> <i>Find the Pulse</i> <i>Lead the Class</i> by inventing rhythms for others to copy back <i>Copy Back</i> three-note riffs by ear and with notation</p>
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	<p><b>Game 4a</b> <i>Pitch</i> Copy Back and Vocal Warm-Up 2 Listen and sing back, including different warm-ups. Use your voices to copy back using 'la'</p>	<p><b>Game 4a</b> <i>Pitch</i> Copy Back and Vocal Warm-Up 2 Listen and sing back, including different warm-ups. Use your voices to copy back using 'la'</p>	<p><b>Game 4</b> <i>Pitch</i> Copy Back and Vocal Warm-Ups</p>	<p><b>Game 4</b> <i>Pitch</i> Copy Back and Vocal Warm-Ups</p>	<p><i>Question and Answer</i> using three different notes.</p>	<p><i>Question and Answer</i> using three different notes.</p>
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SINGING						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To confidently sing or rap five songs from memory and sing them in unison	To confidently know and sing five songs from memory To know that unison is everyone singing at the same time Songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices	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 To know why you must warm up your voice	To know and be able to talk about: Singing in a group can be called a choir Leader or Conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p>	<p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when you follow a leader.</p>	<p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm) Learn to find a comfortable singing position. Learn to start and stop singing when you follow a leader.</p>	<p>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>To sing in unison and in simple two-parts. To demonstrate a good singing posture To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To rejoin the song if lost. To listen to the group when singing.</p>	<p>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>To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when 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>
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**PLAYING MUSICAL INSTRUMENTS**

Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Learn the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p>	<p>Learn the notes in their instrumental part from memory or when written down. Learn the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder, a xylophone) Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.</p>

<b>Skills</b>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, a simple part, medium part)</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one-note, a simple part or medium part)</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, a simple or medium part of the melody of the song, from 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>Treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, a simple or medium part of the melody of the song, from 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 experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Play a musical instrument with the correct technique within the context of the unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – one-note, simple or medium part or the melody of the song from 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 instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>Play a musical instrument with the correct technique within the context of the unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – one-note, simple or medium part or the melody of the song from 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 instructions from a leader.</p> <p>To lead a rehearsal session.</p>
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IMPROVISATION						
Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p>	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians.</p>

<b>Skills</b>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. <i>Clap and Improvise</i> – listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>2. <i>Sing, Play and Improvise</i> – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! Take it in turns to improvise using one or two notes.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. <i>Clap and Improvise</i> – listen and clap back, then listen and clap your own answer. (rhythms of words)</p> <p>2. <i>Sing, Play and Improvise</i> – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! Take it in turns to improvise using one or two notes.</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold challenges:</p> <p><b>Bronze Challenge</b> <i>Copy Back</i> – listen and sing back <i>Play and improvise – using instruments, listen and play your own answer using one note</i> <b>Improvise!</b> – Take it in turns to improvise using one note.</p> <p><b>Silver Challenge</b> <i>Sing, Play and Copy Back</i> – Listen and copy back using instruments, using two different notes. <i>Play and Improvise – Using your instruments, listen and play your own answer using on or two notes.</i> <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold challenges:</p> <p><b>Bronze Challenge</b> <i>Copy Back</i> – listen and sing back <i>Play and improvise – using instruments, listen and play your own answer using one note</i> <b>Improvise!</b> – Take it in turns to improvise using one note.</p> <p><b>Silver Challenge</b> <i>Sing, Play and Copy Back</i> – Listen and copy back using instruments, using two different notes. <i>Play and Improvise – Using your instruments, listen and play your own answer using on or two notes.</i></p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold challenges:</p> <p>1. <i>Play and Copy Back</i> <b>Bronze</b> – copy back using instruments. Use one note <b>Silver</b> – Copy back using instruments. Use the two notes. <b>Gold</b>- Copy back using the instruments. Use the three notes.</p> <p>2. <i>Play and Improvise</i> You will be using up to three notes: <b>Bronze Question and Answer</b> using instruments. Use one note in your answer. <b>Silver Question and Answer</b> using instruments. Use two notes in your answer.</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold challenges:</p> <p>1. <i>Play and Copy Back</i> <b>Bronze</b> – copy back using instruments. Use one note <b>Silver</b> – Copy back using instruments. Use the two notes. <b>Gold</b>- Copy back using the instruments. Use the three notes.</p> <p>2. <i>Play and Improvise</i> You will be using up to three notes: <b>Bronze Question and Answer</b> using instruments. Use one note in your answer. <b>Silver Question and Answer</b> using instruments. Use two notes in your answer. <b>Gold Question and Answer</b> using</p>
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			<p><b>Gold Challenge</b>  <i>Sing, Play and Copy Back</i> – Listen and copy back using instruments, two different notes.  <i>Play and Improve</i> – Using your instruments, listen and play your own answer using two different notes.  <i>Improvise!</i> – Take it in turns to improvise using three different notes.</p>	<p><i>Improvise!</i> – Take it in turns to improvise using one or two notes.  <b>Gold Challenge</b>  <i>Sing, Play and Copy Back</i> – Listen and copy back using instruments, two different notes.  <i>Play and Improve</i> – Using your instruments, listen and play your own answer using two different notes.  <i>Improvise!</i> – Take it in turns to improvise using three different notes</p>	<p><b>Gold Question and Answer</b> using instruments. Use three notes in your answer. Always start with a G.   <b>3.Improvisation!</b>  You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  <b>Bronze</b> Improvise using one note  <b>Silver</b> Improvise using two notes  <b>Gold</b> Improvise using three notes   <b>Classroom Jazz 1</b> –  Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>instruments. Use three notes in your answer. Always start with a G.   <b>3.Improvisation!</b>  You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  <b>Bronze</b> Improvise using one note  <b>Silver</b> Improvise using two notes  <b>Gold</b> Improvise using three notes   <b>Classroom Jazz 2</b> –  Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
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**COMPOSITION**

<b>Knowledge</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Composing is like telling a story with music Everyone can compose</p>	<p>Composing is like telling a story with music Everyone can compose</p>	<p>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>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>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>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 style="text-align: center; background-color: red; color: white; padding: 5px;"><b>Skills</b></p>	<p>Help to create a simple melody using one, two or three notes Learn how the notes of the composition can be written down and changes if necessary.</p>	<p>Help create three simple melodies with the units using one, three or five different notes</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Explain the keynote or home note and the structure of the melody Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Explain the keynote or home note and the structure of the melody Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
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PERFORMANCE						
Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with other people, called an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>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 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 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>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 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 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>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 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 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>

<b>Skills</b>	<p>Choose a song they have learnt from the scheme and perform it. They can add their own ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the scheme and perform it. They can add their own ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>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 about it, what they were pleased with and what they would change and why?</p>	<p>To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling about it, what they were pleased with and what they would change and why?</p>	<p>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 better if...?”</p>	<p>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 better if...?”</p>
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