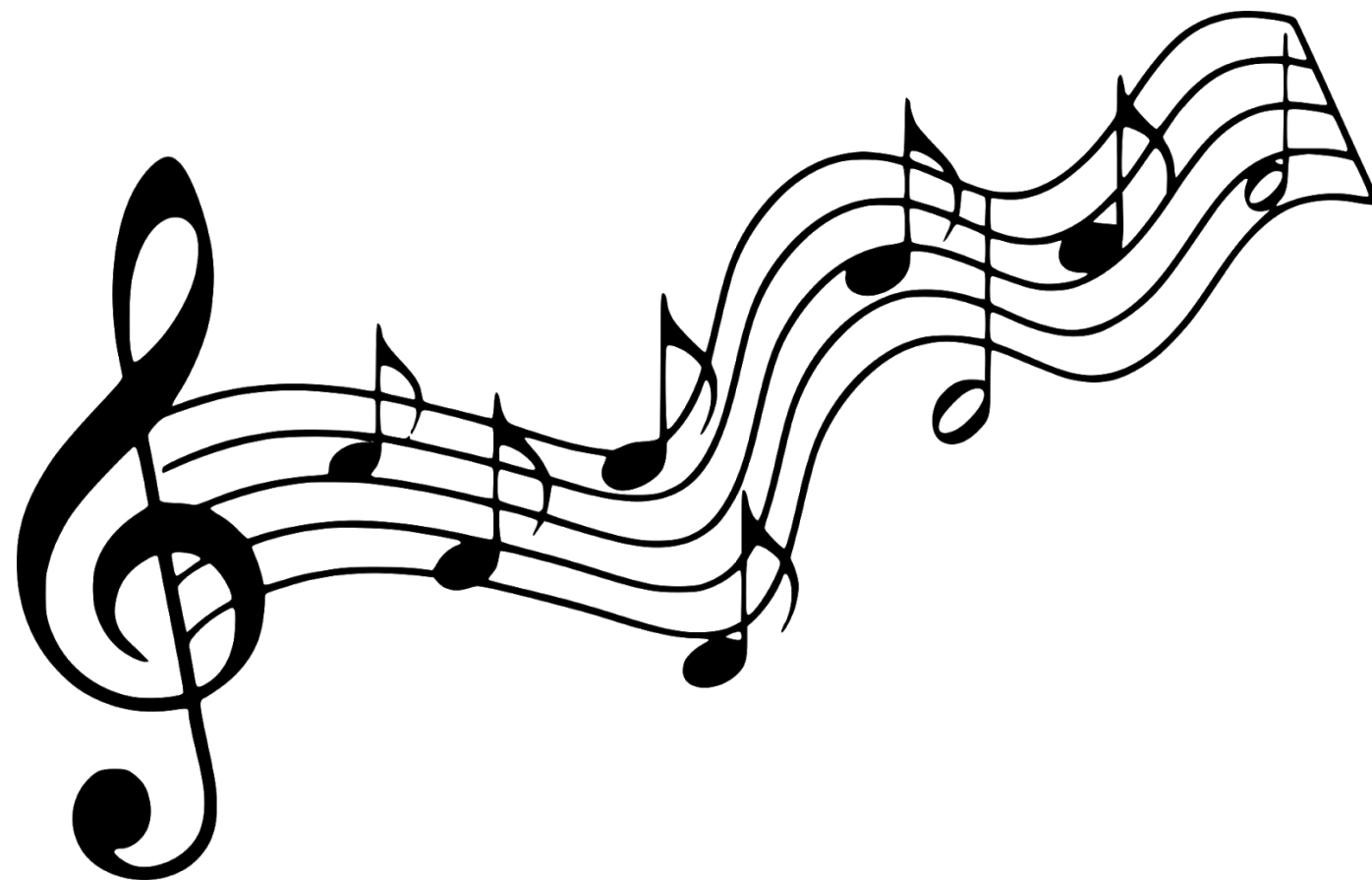


# Music

## Learning Journey



## MUSIC Learning Journey at St. Anselm's

### Music Understanding, Knowledge and Skills Objectives:

<b>Intent</b>	At St. Anselm's, our vision is to extend the rewarding and enriching experience music can provide to every child in school. The main strands of the music curriculum are performing, composing and improvising, listening, reviewing and evaluating, understanding and exploring. Children are taught to sing and perform a wide repertoire of songs and pieces encompassing many different styles and genres. Children are encouraged to explore musical composition and improvisation and evaluate the effectiveness of their ideas. History of music and the reading of notation will also be taught in Upper Key Stage 2.
<b>Substantive knowledge in Music</b>	Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency in knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
<b>Disciplinary knowledge in Music</b>	Disciplinary knowledge in music is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.
<b>Music</b>	Increasing knowledge and control of sounds to compose perform and listen.
<b>The Interrelated Dimensions of Music</b>	<p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>

## MUSIC EYFS

Listen and Respond	Explore and Create	Singing	Share and Perform	<b>Vocabulary</b> Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie, tempo, rap, Congo, rondo, concerto, perform, unison, funk, poems, rhyme, loud, quiet, express, feelings, create, dance.
<b>Development Matters</b> Listen attentively, move to and talk about music, expressing their feelings and responses	<b>Development Matters</b> Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music-making and dance, performing solo or in groups.	<b>Development Matters</b> Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>ELG</b> Sing a range of well-known nursery rhymes and songs.	<b>Development Matters</b> Explore and engage in music-making and dance, performing solo or in groups. <b>ELG</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
<b>Knowledge</b> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	A performance is sharing music.	
<b>Skills</b> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Popstars.	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. Activity C High and Low Explore high and low using the voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Activity D Create Your Own Sounds	To sing along with a pre-recorded song and add actions. To sing along with the backing track. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	

	<p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two-pitched notes to invent musical patterns.</p>			
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## MUSIC: KEY STAGE 1 (Year 1)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		play tuned and untuned instruments musically	experiment with, create, select and combine sounds using the inter-related dimensions of music.			
<b>Knowledge</b> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with other people, called an audience.	
<b>Skills</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal, find the pulse Game 2 – Rhythm Copy	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	

	<p>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>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p>Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>		instructions from a leader	own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.			
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## MUSIC: KEY STAGE 1 (Year 2)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		play tuned and untuned instruments musically	experiment with, create, select and combine sounds using the inter-related dimensions of music.			<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>
<p><b>Knowledge</b></p> <p>To know five songs off by heart.</p> <p>To know some songs that have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</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. We add high and low sounds, and pitch, when we sing and play our instruments.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why do we need to warm up our voices.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>Improvisation is 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>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	
<p><b>Skills</b></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>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.</p> <p>Children will complete the following in relation</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 (a spoken word with rhythm). Learn to</p>	<p>Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	

	<p>to the main song: A  Game 1 – Have Fun  Finding the Pulse!  Find the pulse.  Choose an animal  and find the pulse.  Game 2 – Rhythm  Copy Back Listen to  the rhythm and clap  back. Copy back  short rhythmic  phrases based on  words, with one and  two syllables whilst  marching the steady  beat.  Game 3 – Rhythm  Copy Back, Your Turn  Create rhythms for  others to copy.  Game 4 – Pitch Copy  Back and Vocal  Warm-up 1 Listen  and sing back. Use  your voices to copy  back using ‘la’, whilst  marching the steady  beat.  Game 4a – Pitch  Copy Back and Vocal  Warm-up 2 Listen  and sing back, and  some different vocal  warm-ups. Use your  voices to copy back  using ‘la’.</p>	<p>find a comfortable  singing position.  Learn to start and  stop singing when  following a leader.</p>	<p>or medium part).  Play the part in time  with a steady pulse.  Listen to and follow  musical instructions  from a leader.</p>	<p>2. Sing, Play and  Improvise – Use  voices and  instruments, listen  and sing back, then  listen and play your  own answer using  one or two notes. 3.  Improvise! – Take it  in turns to improvise  using one or two  notes.</p>			
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## MUSIC: KEY STAGE 1 (Year 3)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
listen with attention to detail and recall sounds with increasing aural memory 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		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 use and understand staff and other musical notations			Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
<b>Knowledge</b> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	To know to able to talk about: Singing in a group can be called a choir Leader or conductor: A person whom 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: The instruments used in class (a glockenspiel, a recorder).	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake	To know 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 by your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	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 of people you don't know. It is planned and different for each occasion. It involves	

						communicating feelings, thoughts and ideas about the song/music.
<p><b>Skills</b></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 turn, to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with</p>	<p>To sing in unison and in simple two parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</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>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>Bronze Challenge:</p> <ul style="list-style-type: none"> <li>o Copy Back – Listen and sing back</li> <li>o Play and Improvise – Using instruments, listen and play your own answer using one note.</li> <li>o Improvise! – Take it in turns to improvise using one note.</li> </ul> <p>Silver Challenge:</p> <ul style="list-style-type: none"> <li>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>o Play and Improvise – Using your instruments, listen and play your own</li> </ul>	<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, 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>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>

	notation 4. Pitch Copy Back and Vocal Warm-ups			answer using one or two notes. o Improve! – Take it in turns to improvise using one or two notes. Gold Challenge: o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improve! – Take it in turns to improvise using three different notes.			
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## MUSIC: KEY STAGE 1 (Year 4)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
listen with attention to detail and recall sounds with increasing aural memory 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.		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 use and understand staff and other musical notations			
<p><b>Knowledge</b></p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse,</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or</p>	<p>To know and be able to talk about: Singing in a group can be called a choir Leader or conductor:</p> <p>A person whom the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture:</p> <p>How a solo singer makes a thinner texture than a large group.</p> <p>To know why you must warm up your voice</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To talk about: The instruments used in class (a glockenspiel, recorder or 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 improvisation: Improvisation is 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</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.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers,</p>

<p>chorus etc.). Name some of the instruments they heard in the song.</p>	<p>respond to.</p>			<p>confidently is better than using five.          To know that if you improvise using the notes you are given, you cannot make a mistake.          To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>		<p>communicating feelings, thoughts and ideas about the song/music</p>	<p>by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>
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## MUSIC: KEY STAGE 1 (Year 4)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
Listen with attention to detail and recall sounds with increasing aural memory 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.		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 use and understand staff and other musical notations			Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
<b>Skills</b> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk, try to use musical words.	Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b.	To sing in unison and in simple two parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	To treat instruments carefully and with respect. Play any one or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Bronze Challenge: o Copy Back – Listen and sing back melodic patterns o Play and Improvise – Using instruments, listen and play your own answer using one note. o Improvise! – Take it in turns to improvise using one note. Silver Challenge: o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.	Help create at least one simple melody using one, three or all 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).	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	

	<p>Silver: Copy back with instruments, without them with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups</p>			<ul style="list-style-type: none"><li>o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li><li>o Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge:</li><li>o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li><li>o Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li><li>o Improvise! – Take it in turns to improvise using three different notes.</li></ul>			
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## MUSIC: KEY STAGE 1 (Year 5)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
listen with attention to detail and recall sounds with increasing aural memory 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		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 use and understand staff and other musical notations			Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover,
<b>Knowledge</b> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or 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</li> </ul>	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	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 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.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-	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.	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 of people you don't know It is planned and different for each occasion. A performance involves communicating	

<p>(texture, dynamics, tempo, rhythm and pitch.)</p> <ul style="list-style-type: none"> <li>o Identify the main sections of the songs (intro, verse, chorus etc.).</li> <li>o Name some of the instruments they heard in the songs.</li> <li>o The historical context of the songs. What else was going on at this time?</li> </ul>				<p>known improvising musicians.</p>		<p>ideas, thoughts and feelings about the song/music.</p>	<p>Old-school Hip Hop,      Rap,      riff,      synthesizer,      deck,      backing loops,      Funk,      scratching,      unison,      melody,      cover,      pitch,      tempo,      dynamics,      timbre,      texture,      Soul,      groove,      riff,      bass line,      brass section,      harmony,      melody.</p>
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## MUSIC: KEY STAGE 1 (Year 5)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
<p>Listen with attention to detail and recall sounds with increasing aural memory 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.</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations</p>			<p>intro/introduction,</p>
<p><b>Skills</b> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk, try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song that include syncopation/off beat. ○ Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge ○ Find the pulse ○ Lead the class</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>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver –</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, 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>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, disco</p>

	<p>by inventing rhythms for others to copy back</p> <ul style="list-style-type: none"> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> <p>Gold Challenge</p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes.</li> </ul>			<p>Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3.</p> <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes.</p> <p>Classroom Jazz 2 – 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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## MUSIC: KEY STAGE 1 (Year 6)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary Style indicators,
Listen with attention to detail and recall sounds with increasing aural memory 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		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 use and understand staff and other musical notations			melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel,
<b>Knowledge</b> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about o The style indicators of the songs (musical characteristics that give the songs their style). o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).	Know and be able to talk about How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	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 o Its main features. o Singing in unison, the solo, lead vocal, backing vocals or rapping. o To know what the song is about and the meaning of the lyrics . o To know and explain the importance of warming up your voice.	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.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises; they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs and licks you have learnt in the	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.	To know and be able to talk about: Performing is sharing music with an audience with belief. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion. A performance involves communicating	

<ul style="list-style-type: none"><li>o Identify the structure of the songs (intro, verse, chorus etc.)</li><li>o Name some of the instruments used in the songs.</li><li>o The historical context of the songs. What else was going on at this time, musically and historically?</li><li>o Know and talk about the fact that we each have a musical identity.</li></ul>				challenges in your improvisations. To know three well-known improvising musicians.		ideas, thoughts and feelings about the song/music.	civil rights, gender equality, unison, harmony.
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## MUSIC: KEY STAGE 1 (Year 6)

Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance	Vocabulary
listen with attention to detail and recall sounds with increasing aural memory 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.		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 use and understand staff and other musical notations			<b>Style indicators,</b> melody, Compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel,
<b>Skills</b> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical	Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat. o Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge. o Find the pulse o Lead the class	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back: o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use	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, 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).	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	

<p>language to describe the music.</p>	<p>by inventing rhythms for others to copy back.          ○ Copy back two-note riffs by ear and with notation          ○ Question and answer using two different notes          Gold Challenge          Find the pulse          Lead the class by inventing rhythms for them to copy back          Copy back three-note riffs by ear and with notation.          Question and answer using three different notes.</p>			<p>one note in your answer.          ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.          ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3.          Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:          ○ Bronze – Improvise using one note.          ○ Silver – Improvise using two notes.          ○ Gold – Improvise using three notes.          Classroom Jazz 2 – 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>civil rights, gender, equality, unison, harmony.</p>
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