



Progression in Music

EYFS to Year 6



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Overview of Themes across all year groups

	Autumn 1	Whole School Theme	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Base 1	Will you read me a story? Music – Me!	What are memories?	What happens when I fall asleep?	Why do zebras have stripes? Big Bear Funk	Are we there yet?	Why do ladybirds have spots? Music – Our World	What is reflection?
Base 2	HISTORY Dinosaur Planet Everyone	Who do we remember when we wear poppies?	GEOGRAPHY The Land I Call Home	HISTORY Toys through time	DT From field to fork Banana Rap	HISTORY Superheroes Florence Nightingale	GEOGRAPHY Splendid Skies Hey You!
Base 3	GEOGRAPHY Wonderful Weather Round and Round	Why do we wear poppies?	HISTORY Gunpowder, Treason and Plot	DT Food, glorious food	HISTORY Terrific Telford I wanna play in a band	GEOGRAPHY Oh we do like to be beside the seaside! Your imagination	HISTORY All the fun of the fair!
Base 4	GEOGRAPHY Indian Adventure Hands, Feet and Heart	Why is it important to remember?	DT Sew Perfect!	HISTORY Fire, Fire Great Fire of London	GEOGRAPHY Little Blue Planet Zoo Time	HISTORY Our Heritage Abraham Darby & The Ironbridge Friendship Song	HISTORY Kings & Queens
Base 5	DT Healthy Me Let Your Spirit Fly	Why is poppy day always in the second	HISTORY Tribal Tales	GEOGRAPHY Town Vs Country Three Little Birds	HISTORY Crime and Punishment	GEOGRAPHY Tremors Glockenspiel I	HISTORY Road to Wroxeter

		week of November?					
Base 6	GEOGRAPHY Trench Tours Bring us together	What happens on Remembrance Day?	HISTORY Structures through time	HISTORY I am Warrior Lean on Me!	GEOGRAPHY Extreme Earth	HISTORY Raiders and Traders	GEOGRAPHY East Vs West Clockenspiel 1 and 2
Base 7	GEOGRAPHY Exploring the Amazon Blackbird	How important were animals in World War One?	HISTORY Achievements & Legacies	DT Burps, Bottom & Bile Classroom Jazz 1	HISTORY Telford through time Industrial Revolution	GEOGRAPHY Meet me in the Med Make you feel my love	HISTORY Ancient Arts Ancient Greece
Base 8	GEOGRAPHY The Big Blue Planet Fresh Prince of Bel Air	Should we wear white poppies?	HISTORY Ancient Civilisations Early Baghdad	GEOGRAPHY The World Beneath my Feet Dancing in the Street	DT Culture on a Plate	GEOGRAPHY Stars and Stripes	HISTORY Tomb Raiders Ancient Egyptians Happy!
Base 9	GEOGRAPHY Vida Las Americas Classroom Jazz 2	Is it right to fight?	HISTORY Evacuate! World War II	GEOGRAPHY World Warriors Music and Me	HISTORY Journeys: Story of Migration	HISTORY Marvellous Mayans	DT Robot Wars You've got a friend

Base 1 EYFS Knowledge and Skills Progression

	Autumn	Spring	Summer
	Music – Me!	Big Bear Funk	Music – Our World!
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	Big Bear Funk	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments		
Games Track Skills	Find the pulse.	Find a funky pulse	Find the pulse and show others your ideas.
Copy Cat Rhythm Games - Skills	Copy-clap the rhythm of names.	Copy-clap 3 or 4 word phrases from the song.	Copy-clap some rhythms of phrases from the songs.
High and Low Games Play Together		Keep the beat of the song with a pitched note.	Explore high pitch and low pitch using the images from the songs.
High and Low Games Pitch Activities		Add pitched notes to the rhythm of the words or phrases in the song.	
Create your own Sounds using instruments		Enjoy playing patterns using a combination of any of the three notes C, D and E.	Use the starting note to explore melodic patterns using one or two notes.
Music Genre	Wide variety of musical styles as an introduction.	Funk.	Wide variety of musical styles as an introduction.
Supporting Songs	Celebration by Kool And The Gang Happy by Pharell Williams	Big Bear Funk by Joanna Mangona I Feel Good by James Brown	Lovely Day by Bill Withers

	<p>Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness</p>	<p>Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band</p>	<p>Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly</p>
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Explore and Create

Knowledge	<p>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.</p>
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Skills	<p>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.</p> <p>Copy Cat Rhythm Games Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p>	<p>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.</p> <p>Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Pitch Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p>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.</p> <p>Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Create Your Own Sounds 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>
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Singing

Knowledge

To sing or rap nursery rhymes and simple songs from memory.

Songs have sections.

Skills

To sing along with a pre-recorded song and add actions.

To sing along with the backing track.

Share and Perform

Knowledge

A performance is sharing music.

Skills

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.

Base 2 Year Reception/Year 1 Knowledge and Skills Progression

EYFS	Autumn	Year 1	Spring	Summer
	Everyone (YR)		Banana Rap	Hey You!
Unit Theme	Wind The Bobbin Up Rock-a-bye Baby	Unit Theme	Pulse, rhythm and pitch, rapping, dancing and singing.	How pulse, rhythm and pitch work together.
Main Songs	Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Instrumental Parts		
		Key		
		One Note	C	C
		Easy Part	C + D	C
		Medium Part	C, D and C	C & G
		Melody	C, G and A	C & G
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments			
Games Track Skills	Invent ways to find the pulse.	Warm Up Games		
Copy Cat Rhythm Games - Skills	Copy-clap the rhythm of names.	Game 1	Find The Pulse Choose an animal and find the pulse	
High and Low Games Play Together	Explore high pitch and low pitch in the context of the songs.	Game 2	Rhythm Copy Back Listen to the rhythm and clap back	
High and Low Games Pitch Activities		Game 3	Rhythm Copy Back, Your Turn	
Create your own Sounds using instruments	Use the starting note to explore melodic patterns using one or two notes.	Game 4	Pitch Copy Back and Vocal Warm-up 1	
		Game 4a	Pitch Copy Back and Vocal Warm-up 2	
Music Genre	Wide variety of musical styles as an introduction.	Music Genre	Reggae	Old School Hip-Hop

Supporting Songs		Improvisation		
		Challenge A	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).
		Challenge B	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.
		Challenge C	Improvise! Take it in turns to improvise using C or C and D	Improvise! Take it in turns to improvise using C or C and D
Explore and Create		Composing		
Knowledge	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	With One Note	C	C
Skills	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.	With Three Notes	C, D + E	C, D + E
		With five notes	C, D, E, F + G	C, D, E, F + G

	<p>Copy Cat Rhythm Games Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Create Your Own Sounds 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>Supporting Songs</p> <p>The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</p>	<p>Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</p>
Singing		Listen and Appraise	
Knowledge	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p>	Knowledge	<p>To know 5 songs off by heart. To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>
Skills	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track</p>	Skills	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>
Share and Perform		Games	
Knowledge	<p>A performance is sharing music.</p>	Knowledge	<p>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.</p>

Skills	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.	Skills	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 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 to 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 to 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'.
			Singing
		Knowledge	To confidently sing or rap five songs from memory and sing them in unison.
		Skills	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.
			Playing
		Knowledge	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.

		Skills	<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 part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>
		Improvisation	
		Knowledge	<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.</p>
		Skills	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
		Composition	
		Knowledge	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>
		Skills	<p>Create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>
		Performance	
		Knowledge	<p>A performance is sharing music with other people, called an audience.</p>
		Skills	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>

Base 3 Year 1/Year 2 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Round and Round	I wanna play in a band	Your imagination
Style of Main Song	Bossa Nova	Rock	Pop
Unit Theme	Pulse, rhythm and pitch in different styles of music.	Playing together in a band	Using your imagination.
Instrumental Parts			
Key	D Minor	D	C
One Note	D	F	C
Easy Part	D, F, C and D	D and C	C and G
Medium Part	D, E, F, G and A	G, F and C	C, E and G
Melody	D, F, G, A and C	C, D and F	E, G and A
Warm-Up Games			
Game 1	Find The Pulse Choose an animal and find the pulse		
Game 2	Rhythm Copy Back Listen to the rhythm and clap back		
Game 3	Rhythm Copy Back, Your Turn		
Game 4	Pitch Copy Back and Vocal Warm-up 1		
Game 4a	Pitch Copy Back and Vocal Warm-up 2		
Improvisation			
Challenge 1	<p>Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>

Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.
Challenge 3	Improvise! Take it in turns to improvise using C or C and D.	Improvise! Take it in turns to improvise using F or F and G.	Improvise! Take it in turns to improvise using D or D and E
Composing			
With one note	C	F	C
With three notes	C, D and E	F, G and A	C, D and E
With five notes	C, D, E, F and G	F, G, A, B, (A#) and C	C, D, E, F and G
Supporting songs	<p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Imperial War March by John Williams (Film)</p> <p>It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)</p> <p>Why Don't You by Gramophonedzie (Big Band/Dance)</p> <p>Oya Como Va by Santana (Latin/Jazz)</p>	<p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p>	<p>Supercalifragilisticexpialidocious from Mary Poppins</p> <p>Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack</p> <p>Daydream Believer by The Monkees</p> <p>Rainbow Connection from The Muppet Movie</p> <p>A Whole New World from Aladdin</p>
Listen and Appraise			
Knowledge	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>		
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.		

Games	
Knowledge	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.
Skills	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 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 to 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 to 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'.
Singing	
Knowledge	To confidently sing or rap five songs from memory and sing them in unison.
Skills	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.
Playing	
Knowledge	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.
Skills	Treat instruments carefully and with respect.

	<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 part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>
Improvisation	
Knowledge	<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.</p>
Skills	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
Knowledge	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>
Skills	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>
Performance	
Knowledge	<p>A performance is sharing music with other people, called an audience.</p>
Skills	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>

Base 4 Year 2 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Hands, Feet and Heart	Zoo Time	Friendship Song
Style of Main Song	Afropop, South African	Reggae	Pop
Unit Theme	South African music	Reggae and animals	Using your imagination.
Instrumental Parts			
Key	G	C	C
One Note	G	C	C
Easy Part	G, A and C	C and D	C and G
Medium Part	G, A, B and C	C and D	C, E and G
Melody	E, F, G, A, B and C	C and D	E, G and A
Warm-Up Games			
Game 1	Find The Pulse Choose an animal and find the pulse		
Game 2	Rhythm Copy Back Listen to the rhythm and clap back		
Game 3	Rhythm Copy Back, Your Turn		
Game 4	Pitch Copy Back and Vocal Warm-up 1		
Game 4a	Pitch Copy Back and Vocal Warm-up 2		
Improvisation			
Challenge 1	<p>Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>
Challenge 2	<p>Sing, Play and Improvise</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p>	<p>Sing, Play and Improvise</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p>	<p>Sing, Play and Improvise</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p>

Challenge 3	Improvise! Take it in turns to improvise using D or D and E	Improvise! Take it in turns to improvise using F or F and G.	Improvise! Take it in turns to improvise using D or D and E
Composing			
With one note	C	F	C
With three notes	C, D and E	F, G and A	C, D and E
With five notes	C, D, E, F and G	F, G, A, B, (A#) and C	C, D, E, F and G
Supporting songs	The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin
Listen and Appraise			
Knowledge	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.		
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.		
Games			
Knowledge	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.		

Skills	<p>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 :</p> <p>Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p>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 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>
Singing	
Knowledge	To confidently sing or rap five songs from memory and sing them in unison.
Skills	<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.</p> <p>Learn to start and stop singing when following a leader.</p>
Playing	
Knowledge	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>
Skills	<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 part, a</p>

	simple part, medium part). Listen to and follow musical instructions from a leader.
Improvisation	
Knowledge	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.
Skills	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 own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
Knowledge	Composing is like writing a story with music. Everyone can compose.
Skills	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.
Performance	
Knowledge	A performance is sharing music with other people, called an audience.
Skills	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.

Base 5 Year 3 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Let Your Spirit Fly	Three Little Birds	Glockenspiel I
Style of Main Song	RnB	Reggae	Pop
Unit Theme	RnB and other styles	Reggae and animals	Using your imagination.
Instrumental Parts			
Key	C	C	C
One Note	C	C	C
Easy Part	C, F and G	C and D	C and G
Medium Part	E, F, G, A, B and C	C and D	C, E and G
Melody		C and D	E, G and A
Warm-Up Games			
Bronze	No notes		
Silver	C and sometimes D		
Gold	C + D		
Improvisation			
Bronze challenge 1	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Improvise using the note D
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: C	Play and Improvise Using your instruments, listen and play your own answer using one note: C	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C	Improvise! Take it in turns to improvise using one note: C	
Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments and one note: C	Sing, Play and Copy Back Listen and copy back using instruments and one note: C	

Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Sing, Play and Copy Back Listen and copy back using two notes: C and D	
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D	Improvise! Take it in turns to improvise using two notes: C and D	
Composing			
Starting Notes	C	F	C
Easy Option	C, D and E	F, G and A	C, D and E
Harder Option	C, D, E, F and G	F, G, A, B, (A#) and C	C, D, E, F and G
Supporting songs	Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin

Listen and Appraise

Knowledge	<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:</p> <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any 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 they heard in the song
Skills	<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>

Games

Knowledge	<p>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>
Skills	<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:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation)

	<p>b. Silver: Copy back with instruments, without then with notation.</p> <p>c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>
Singing	
Knowledge	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir.</p> <p>Leader or conductor: A person who 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>To know why you must warm up your voice.</p>
Skills	<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>
Playing instruments	
Knowledge	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder)</p>
Skills	<p>To treat instruments carefully and with respect.</p> <p>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>
Improvisation	
Knowledge	<p>To know and be able to talk about improvisation:</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>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>
Skills	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
Knowledge	<p>To know and be able to talk about:</p> <p>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>
Skills	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Performance	
Knowledge	<p>To know and be able to talk about:</p> <p>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 communicating feelings, thoughts and ideas about the song/music</p>
Skills	<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>

Base 6 Year 3 and Year 4 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Bring us Together	Lean on Me	Clockenspiel 1 and 2
Style of Main Song	Disco	Gospel	
Unit Theme	Disco, friendship, hope and unity	Soul/Gospel music and helping one another	Using your imagination.
Instrumental Parts			
Key	C	C	C
One Note	C	C	C
Easy Part	C	C and F	C and G
Medium Part	G, A and C	E, F and G	C, E and G
Melody	G, A and C	G, A, B, C, D, E and F	E, G and A
Warm-Up Games			
Bronze	No notes		
Silver	C and sometimes D		
Gold	C + D		
Improvisation			
Bronze challenge 1	Improvise Challenge 1 Listen and copy back using the notes G, A + B	Sing and Copy Back Listen and sing back	Improvise using the note D
Bronze Challenge 2	Improvise! Take it in turns to improvise using one note: C	Play and Improvise Using your instruments, listen and play your own answer using one note: F	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C	Improvise! Take it in turns to improvise using one note: F	

Silver Challenge 1	Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: G, A or B	Sing, Play and Copy Back Listen and copy back using instruments and one note: F	
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	Improvise! Take it in turns to improvise using one or two notes: F and sometimes G	
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Sing, Play and Copy Back Listen and copy back using two notes: F and G	
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	Play and Improvise Using your instruments, listen and play your own answer using two notes: F and G	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D	Improvise! Take it in turns to improvise using two notes: F and G	
Composing			
Starting Notes	G	F	C
Easy Option	G and A	F, G and A	C, D and E
Harder Option	C, A and G	F, G, A, B, (A#) and C	C, D, E, F and G
Supporting songs	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive

Listen and Appraise

Knowledge	<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:</p> <ul style="list-style-type: none">○ Its lyrics: what the song is about○ Any 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 they heard in the song <p>Year 4</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:</p> <p>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.</p> <p>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, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p>
Skills	<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>Year 4</p> <p>To confidently identify and move to the pulse.</p>

	<p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>
Games	
<p>Knowledge</p>	<p>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>Year 4</p> <p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who 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: 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>Skills</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:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation)

	<p>b. Silver: Copy back with instruments, without then with notation. c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p> <p><u>Year 4</u> 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>
Singing	
Knowledge	<p>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.</p> <p><u>Year 4</u> 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>
Skills	<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.</p>

	<p>To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p> <p><u>Year 4</u> To treat instruments carefully and with respect. Play anyone, 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.</p>
Playing instruments	
Knowledge	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p><u>Year 4</u> 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>
Skills	<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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p><u>Year 4</u> 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.</p>

	<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Improvisation	
Knowledge	<p>To know and be able to talk about improvisation:</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>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>
Skills	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
Knowledge	<p>To know and be able to talk about:</p> <p>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>Year 4</p> <p>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>Skills</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><u>Year 4</u></p> <p>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).</p>
<p>Performance</p>	
<p>Knowledge</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 of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music.</p> <p><u>Year 4</u></p> <p>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</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 communicating feelings, thoughts and ideas about the song/music</p>
<p>Skills</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> <p><u>Year 4</u></p> <p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</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>

Base 7 Year 4 and Year 5 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Blackbird	Classroom Jazz 1	Make you feel my love
Style of Main Song	The Beatles/Pop	Gospel	
Unit Theme	The Beatles, equality and civil rights	Soul/Gospel music and helping one another	Using your imagination.
Instrumental Parts			
Key	C	C	C
One Note	C	C	C
Easy Part	C	C and F	C and G
Medium Part	G, A, B and C	E, F and G	C, E and G
Melody	G, A, B and C	G, A, B, C, D, E and F	E, G and A
Warm-Up Games			
Bronze	No notes		
Silver	C and sometimes D		
Gold	C + D		
Improvisation			
Bronze challenge 1	Improvise Challenge 1 Listen and copy back using the notes C	Sing and Copy Back Listen and sing back	Improvise using the note D
Bronze Challenge 2	Improvise! Take it in turns to improvise using one note: C	Play and Improvise Using your instruments, listen and play your own answer using one note: F	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C	Improvise! Take it in turns to improvise using one note: F	
Silver Challenge 1	Improvise Challenge 2 Using your instruments, listen and play your own answer using any of	Sing, Play and Copy Back Listen and copy back using instruments and one note: F	

	these notes: C or D		
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	Improvise! Take it in turns to improvise using one or two notes: F and sometimes G	
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Sing, Play and Copy Back Listen and copy back using two notes: F and G	
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	Play and Improvise Using your instruments, listen and play your own answer using two notes: F and G	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D	Improvise! Take it in turns to improvise using two notes: F and G	
Composing			
Starting Notes	C	F	C
Easy Option	C and D	F, G and A	C, D and E
Harder Option	C, D and E	F, G, A, B, (A#) and C	C, D, E, F and G
Supporting songs	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive

Listen and Appraise

Knowledge	<p><u>Year 4</u></p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any 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 they heard in the song.</p> <p><u>Year 5</u></p> <p>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:</p> <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any 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.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?
Skills	<p><u>Year 4</u></p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel.</p>

	<p>Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</p> <p>Year 5</p> <p>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>
Games	
<p>Knowledge</p>	<p>To know and be able to talk about:</p> <p>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</p>
<p>Skills</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:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> 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

	<p>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 notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</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>
Singing	
Knowledge	<p><u>Year 4</u> 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><u>Year 5</u> 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</p>
Skills	<p><u>Year 4</u> To treat instruments carefully and with respect.</p>

	<p>Play anyone, 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.</p> <p><u>Year 5</u> 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>
Playing instruments	
Knowledge	<p><u>Year 4</u> 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><u>Year 5</u> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends</p>
Skills	<p><u>Year 4</u> 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.</p>

	<p>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><u>Year 5</u></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>
Improvisation	
<p>Knowledge</p>	<p>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</p>
<p>Skills</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge	<p><u>Year 4</u></p> <p>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><u>Year 5</u></p> <p>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>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>
Skills	<p><u>Year 4</u></p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Year 5</u></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Performance

Knowledge

Year 4

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

Year 5

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 ideas, thoughts and feelings about the song/music

Skills

Year 4

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.

Year 5

To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.

	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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Base 8 Year 5 and Year 6 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Fresh Prince of Bel Air	Dancing in the Street	Happy!
Style of Main Song	Old-School Hip-Hop	Motown	Pop/Neo Soul
Unit Theme	Old-School Hip-Hop	Motown	Being happy.
Instrumental Parts			
Key		F	D
One Note	A	F	A and G
Easy Part	D and A	G	A, G and B
Medium Part	G and A	, F and G	A, G and B
Melody	G, A, B and C, D, E, F	G, A, B, C, D, E and F	G, A, B, C, D and E
Warm-Up Games			
Bronze	No notes		
Silver	C and sometimes D		
Gold	C + D		
Improvisation			
Bronze challenge 1	Improvise Challenge 1 Listen and copy back using the notes D	Sing and Copy Back Listen and sing back	Play and Copy back Copy back using instruments. Use 1 note: A
Bronze Challenge 2	Improvise! Take it in turns to improvise using one note: D	Play and Improvise Using your instruments, listen and play your own answer using one note: D	Play and Improvise Question and Answer using instruments.
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: D	Improvise! Take it in turns to improvise using one note: D	Improvise! Take it in turns to improvise using 1 note: A
Silver Challenge 1	Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: D and E	Sing, Play and Copy Back Listen and copy back using instruments and one note: D	Play and Copy back Copy back using instruments. Use 2 notes: A and G

Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: D and sometimes E	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: D and sometimes F	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: D and sometimes E	Improvise! Take it in turns to improvise using one or two notes: D and sometimes F	Improvise! Take it in turns to improvise using 2 notes: A and G
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C, D and E	Sing, Play and Copy Back Listen and copy back using two notes: D and F	Play and Copy back Copy back using instruments. Use 3 notes: A, G and B
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C, D and E.	Play and Improvise Using your instruments, listen and play your own answer using two notes: D and F	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and B
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C, D and E.	Improvise! Take it in turns to improvise using two notes: D and F	Improvise! Take it in turns to improvise using 3 notes: A, G and B
Composing			
Starting Notes	D	C	A
Easy Option	D, E and F	C, D and E	G and B
Harder Option	C, D, E, F and G	C, D, E, F and G	C, E,G, A and B
Supporting songs	Me Myselƒ and I by De La Soul Ready or Not by Fugees Rapper’s Delight by The Sugarhill Gang U Can’t Touch This by M C Hammer	I can’t Help Myselƒ (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Top Of The World sung by The Carpenters Don’t Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You’re Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly

Listen and Appraise

Knowledge	<p><u>Year 5</u></p> <p>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:</p> <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any 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.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <p><u>Year 6</u></p> <p>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:</p> <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity
Skills	<p><u>Year 5</u></p> <p>To identify and move to the pulse with ease. To think about the message of songs.</p>

	<p>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>Year 6</p> <p>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 language to describe the music.</p>
Games	
Knowledge	<p>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</p>
Skills	<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</p>

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 notation

4. **Pitch Copy Back and Vocal Warm-ups**

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.

Singing

Knowledge

Year 5

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

	<p><u>Year 6</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ○ 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
Skills	<p><u>Year 5</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p><u>Year 6</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>

Playing instruments

Knowledge	<p><u>Year 5</u> 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><u>Year 6</u> 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>
Skills	<p><u>Year 5</u> 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><u>Year 6</u> 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>

Improvisation

Knowledge	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
Skills	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 own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge	<u>Year 5</u> 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. <u>Year 6</u> 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
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<p>Skills</p>	<p><u>Year 5</u> 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><u>Year 6</u> 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>Performance</p>	
<p>Knowledge</p>	<p><u>Year 5</u> 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 ideas, thoughts and feelings about the song/music.</p>

	<p><u>Year 6</u> 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 ideas, thoughts and feelings about the song/music</p>
Skills	<p><u>Year 5</u> 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><u>Year 6</u> 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>

Base 9 Year 6 Knowledge and Skills Progression

	Autumn	Spring	Summer
	Classroom Jazz 2	Music and Me	You've got a friend!
Style of Main Song	Bacharach and Blues	Hip Hop, Classical, Electronic, Soul, Contemporary	70s Ballad/Pop
Unit Theme	Jazz, improvisation and composition		The music of Carole King
Instrumental Parts			
Key	C and Blues in C	F	D
One Note		F	A and G
Easy Part		G	A, G and B
Medium Part		, F and G	A, G and B
Melody		G, A, B, C, D, E and F	G, A, B, C, D and E
Warm-Up Games			
Bronze	No notes		
Silver	C and sometimes D		
Gold	C + D		
Improvisation			
Bronze challenge 1		Play and Copy back Copy back using instruments. Use 1 note: A	Play and Copy back Copy back using instruments. Use 1 note: A
Bronze Challenge 2		Play and Improvise Question and Answer using instruments.	Play and Improvise Question and Answer using instruments.
Bronze Challenge 3		Improvise! Take it in turns to improvise using 1 note: A	Improvise! Take it in turns to improvise using 1 note: A
Silver Challenge 1		Play and Copy back Copy back using instruments. Use 2 notes: A and G	Play and Copy back Copy back using instruments. Use 2 notes: A and G

Silver Challenge 2		Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G
Silver Challenge 3		Improvise! Take it in turns to improvise using 2 notes: A and G	Improvise! Take it in turns to improvise using 2 notes: A and G
Gold Challenge 1		Play and Copy back Copy back using instruments. Use 3 notes: A, G and B	Play and Copy back Copy back using instruments. Use 3 notes: A, G and B
Gold Challenge 2		Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and B	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and B
Gold Challenge 3		Improvise! Take it in turns to improvise using 3 notes: A, G and B	Improvise! Take it in turns to improvise using 3 notes: A, G and B
Composing			
Starting Notes	D	C	A
Easy Option	D, E and F	C, D and E	G and B
Harder Option	C, D, E, F and G	C, D, E, F and G	C, E, G, A and B
Supporting songs	Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie	Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche	The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow (You Make Me Feel Like)

Listen and Appraise

Knowledge

Year 6

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:

- The style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
- Identify the structure of the songs (intro, verse, chorus etc.)
- Name some of the instruments used in the songs
- The historical context of the songs. What else was going on at this time, musically and historically?
- Know and talk about that fact that we each have a musical identity

Skills

Year 6

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 language to describe the music.

Games

Knowledge	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who 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: How a solo singer makes a thinner texture than a large group.</p> <p style="background-color: #00ffff;">To know why you must warm up your voice</p>
Skills	<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:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 notation 4. Pitch Copy Back and Vocal Warm-ups <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 rejoin the song if lost.</p>

	To listen to the group when singing.
Singing	
Knowledge	<p><u>Year 6</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ○ 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
Skills	<p><u>Year 6</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Playing instruments	
Knowledge	<p><u>Year 6</u></p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>

Skills	<p><u>Year 6</u></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 – 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>To lead a rehearsal session.</p>
Improvisation	
Knowledge	<p>To know and be able to talk about improvisation:</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>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>
Skills	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
Knowledge	<p><u>Year 6</u></p> <p>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> <ul style="list-style-type: none"> ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

	<ul style="list-style-type: none"> ● Notation: recognise the connection between sound and symbol
Skills	<p><u>Year 6</u></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Performance	
Knowledge	<p><u>Year 6</u></p> <p>Performing is sharing music with an audience with belief</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</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>A performance involves communicating ideas, thoughts and feelings about the song/music</p>
Skills	<p><u>Year 6</u></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 venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>