



# Music

at Liscard Primary School





## Music



### Intent

At Liscard we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. We want children to enjoy music and understand that engaging in music gives children improved motor skills, memory and it is an opportunity for children to work collaboratively. Music gives children a sense of belonging. Our music lessons ensure children from Foundation Stage to Year 6 are taught the required National Curriculum standards and are given opportunities to explore music from different genres and cultures. Children listen to and appraise, compose, improvise, play and perform with songs and instruments.

### Implementation

Following the National Curriculum, each year group has Medium Term Plans that meet the required standards and foster children's enjoyment of music. Years 1-3 are following the Music Model Curriculum and each year we will filter this through KS2. Each year group follows the spiral progression of skills from Charanga to ensure a clear progression throughout the school. Each year group learns to listen and appraise, sing, improvise and compose with their voices and instruments and to perform songs of different genres. To develop the children's breadth of musical knowledge they study a different musician each term; learning about their life, impact of society and repertoire of songs. Children in Year 4 are currently working with EMAE (Early Music As Education) for the second year where they are learning how to play string instruments such as violins and cellos. This project will continue with this year group until they reach Year 6 where we know they will have all the skills required to become confident musicians. Year 3 children will be learning to play the Ukelele with Edsential lessons starting in January 2021. These peripatetic lessons can also be continued after the course to children on 1:1 and in small groups. There are plenty of opportunities for children to experience music outside the classroom. We have an active choir of children who met weekly and work towards the Young Voices Concert and other performances. They also visit local Rest Homes, Shopping Centres and Secondary schools to entertain a range of audiences.

### Impact

Music is loved by teachers and children across Liscard Primary School. We have high expectations of the children and no child's learning is capped. Children use musical vocabulary accurately and confidently when talking about their own musical compositions and their appraisal of others.

# Music



Development Matters		
Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> <li>Shows attention to sounds and music</li> <li>Responds emotionally and physically to music when it changes</li> <li>Moves and dances to music</li> <li>Explores with his/ her voice and enjoys making sounds</li> <li>Joins in with songs/ rhymes, making sounds</li> <li>Make rhythmical and repetitive sounds</li> <li>Explores a range of sound-makers and instruments and plays them in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Listens with increased attention to sounds</li> <li>Is able to remember and sing entire songs</li> <li>Can sing the pitch of a tone sung by another person ('Pitch Match')</li> <li>Can sing the melodic shape (moving melody such as up and down) in familiar songs</li> <li>Is able to create own song or improvise a song around one they know</li> <li>Plays instruments with increasing control to express own feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively, moves to and talks about music expressing own feelings and responses</li> <li>Sings in a group or on own, increasingly matching the pitch and following the melody</li> <li>Explores in music making and dance, performing solo or in groups</li> </ul>
Early Learning Goals		
<ul style="list-style-type: none"> <li>Performs songs, rhymes, poems and stories with others, and when appropriate, tries to move in time with music</li> <li>Sings a well- known range of nursery rhymes and songs</li> </ul>		

Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Key Stage 2
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
<p><u>Musicianship:</u> Understanding Music</p>	<ul style="list-style-type: none"> <li>● Moving their whole body to sounds they enjoy, such as music or a regular beat.</li> <li>● Beginning to move to music, listen to or join in rhymes or songs.</li> <li>● Creating sounds by banging, shaking, tapping or blowing.</li> <li>● Showing an interest in the way musical instruments sounds.</li> <li>● Beginning to move rhythmically.</li> <li>● Imitating movement in response to music.</li> <li>● Tapping out simple repeated rhythms.</li> <li>● Exploring and learning how sounds can be changed.</li> <li>● Creating movement in response to music.</li> <li>● Explores the different sounds of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● Use body percussion, instruments and voices.</li> <li>● In the key centres of: C major, F major, G major and A minor.</li> <li>● Find and keep a steady beat together.</li> <li>● Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>● Copy back simple rhythmic patterns using long and short.</li> <li>● Copy back simple melodic patterns using high and low.</li> <li>● Complete vocal warm-ups with a copy back option to use Solfa.</li> </ul>	<ul style="list-style-type: none"> <li>● Use body percussion, instruments and voices.</li> <li>● In the key centres of: C major, G major and A minor.</li> <li>● Find and keep a steady beat.</li> <li>● Copy back simple rhythmic patterns using long and short.</li> <li>● Copy back simple melodic patterns using high and low.</li> <li>● Complete vocal warm-ups with a copy back option to use Solfa.</li> <li>● Sing short phrases independently.</li> </ul>	<ul style="list-style-type: none"> <li>● Use body percussion, instruments and voices.</li> <li>● In the key centres of: C major, F major, G major and A minor.</li> <li>● In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>● Find and keep a steady beat.</li> <li>● Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</li> <li>● Copy back and improvise simple melodic patterns using the notes C, D, E G, A, B F, G, A A, B, C</li> </ul>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
<p><u>Listening:</u> Respond Analysis</p>	<ul style="list-style-type: none"> <li>● Moving their whole body to sounds they enjoy, such as music or a regular beat.</li> <li>● Creating sounds by banging, shaking, tapping or blowing.</li> <li>● Showing an interest in the way musical instruments sound.</li> <li>● Beginning to move rhythmically</li> <li>● Initiating movement in response to music</li> <li>● Tapping out simple repeated rhythms</li> <li>● Sings a few familiar songs</li> <li>● Exploring and learning how sounds can be changed.</li> <li>● Singing songs, making music and experimenting with ways of changing them.</li> <li>● Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Move and dance with the music.</li> <li>● Find the steady beat.</li> <li>● Talk about feelings created by the music.</li> <li>● Recognise some band and orchestral instruments.</li> <li>● Describe tempo as fast or slow.</li> <li>● Describe dynamics as loud and quiet.</li> <li>● Join in sections of the song, eg chorus</li> <li>● Begin to understand where the music fits in the world.</li> <li>● Begin to understand about different styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>● Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>● Walk in time to the beat of a piece of music.</li> <li>● Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>● Move and dance with the music confidently.</li> <li>● Talk about how the music makes you feel.</li> <li>● Find different steady beats.</li> <li>● Describe tempo as fast or slow.</li> <li>● Describe dynamics as loud or quiet.</li> <li>● Join in sections of the song, eg call and response.</li> <li>● Start to talk about the style of a piece of music.</li> <li>● Recognise some band and orchestral instruments.</li> <li>● Start to talk about where music might fit into the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Share your thoughts and feelings about the music together.</li> <li>● Find the beat or groove of the music.</li> <li>● Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</li> <li>● Invent different actions to move in time with the music.</li> <li>● Talk about what the song or piece of music means.</li> <li>● Identify some instruments you can hear playing.</li> <li>● Identify if it's a male or female voice singing the song.</li> <li>● Talk about the style of the music.</li> </ul>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
Singing	<ul style="list-style-type: none"> <li>Join in singing favourite songs</li> <li>Singing to self and making up simple songs, including rhythms.</li> <li>Enjoying joining in with dancing and singing games.</li> <li>Signing songs, making music and experimenting with ways of changing them.</li> <li>Sing a range of well-known nursery and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time to music.</li> </ul>	<ul style="list-style-type: none"> <li>Sing, rap, rhyme, chant and use spoken word.</li> <li>Demonstrate good singing posture.</li> <li>Sing songs from memory.</li> <li>Copy back intervals of an octave and fifth (high, low).</li> <li>Sing in unison.</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir.</li> <li>Demonstrate good singing posture.</li> <li>Sing songs from memory and/or from notation.</li> <li>Sing to communicate the meaning of the words.</li> <li>Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>Understand and follow the leader or conductor.</li> <li>Add actions to a song.</li> <li>Move confidently to a steady beat.</li> <li>Talk about feelings created by the music/song.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Join in sections of the song, eg chorus.</li> <li>Begin to understand where the music fits in the world.</li> <li>Begin to talk about and understand the style of the music</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these</li> <li>when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir.</li> <li>Sing a widening range of unison songs, of varying styles and structures.</li> <li>Demonstrate good singing posture</li> <li>Perform actions confidently and in time to a range of action songs.</li> <li>Sing songs from memory and/or from notation.</li> <li>Sing with awareness of following the beat</li> <li>Sing with attention to clear diction.</li> <li>Sing expressively, with attention to the meaning of the words</li> <li>Sing in unison.</li> <li>Understand and follow the leader or conductor.</li> <li>Copy back simple melodic phrases using the voice.</li> </ul>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
Notation	<ul style="list-style-type: none"> <li>Exploring and learning how sounds can be changed.</li> </ul>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:</p> <ul style="list-style-type: none"> <li>C, D, E, F, G</li> <li>F, G, A</li> <li>G, B, D</li> <li>D, E, F#, G, A</li> <li>D,A,C</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, EA, B, C, D, E</li> </ul> <p>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</li> <li>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B</li> </ul> <p>Read and respond to semibreves, minims, crotchets and paired quavers .Identify:</p> <ul style="list-style-type: none"> <li>Stave</li> <li>Treble clef</li> <li>Time signature</li> <li>Lines and spaces on the stave</li> </ul> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
Playing Instruments	<ul style="list-style-type: none"> <li>Showing an interest in the way musical instruments sound.</li> <li>Exploring and learning how sounds can be changed.</li> <li>Exploring the different sounds of instruments.</li> </ul>	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</li> <li></li> </ul>	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a ukulele or recorder.

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
Creating: Improvising	<ul style="list-style-type: none"> <li>Creating sounds by banging, shaking, tapping or blowing.</li> <li>Exploring and learning how sounds can be changed.</li> <li>Singing songs, making music and experimenting with ways of changing them.</li> <li>Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</li> </ul> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
<p><u>Creating:</u> Composing</p>	<ul style="list-style-type: none"> <li>• Creating sounds by banging, shaking, tapping or blowing.</li> <li>• Imitating and improvising actions they have observed, e.g. clapping or waving.</li> <li>• Exploring and learning how sounds can be changed.</li> <li>• Singing songs, making music and experimenting with ways of changing them.</li> <li>• Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus</li> <li>• Create a story, choosing and playing classroom instruments and/or soundmakers.</li> <li>• Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Use simple notation if appropriate:</li> <li>• Create a simple melody using crotchets and minims: <ul style="list-style-type: none"> <li>• C, D</li> <li>• C, D, E</li> <li>• C, D, E, F</li> <li>• C, D, E, F, G</li> <li>• Start and end on the note C</li> </ul> </li> <li>• F, G</li> <li>• F, G, A</li> <li>• F, G, A, C</li> <li>• F, G, A, C, D</li> <li>• Start and end on the note F</li> <li>• D, F</li> <li>• D, F, G</li> <li>• D, F, G, A</li> <li>• D, F, G, A, C</li> <li>• Start and end on the note D</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds.</li> <li>• Use notation if appropriate:</li> <li>• Create a simple melody using crotchets and minims: <ul style="list-style-type: none"> <li>• C, D</li> <li>• C, D, E</li> <li>• C, D, E, F</li> <li>• C, D, E, F, G</li> <li>• Start and end on the note C (C major)G, A</li> <li>• G, A, B</li> <li>• G, A, B, D</li> <li>• G, A, B, D, E</li> <li>• Start and end on the note G</li> <li>• (Pentatonic on G)</li> <li>• F, G</li> <li>• F, G, A</li> <li>• F, G, A, C</li> <li>• F, G, A, C, D</li> <li>• Start and end on the note F (Pentatonic on F)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create music and/or sound effects in response to music and video stimulus</li> <li>• .Use music technology, if available, to capture, change and combine sounds.</li> <li>• Compose over a simple chord progression.</li> <li>• Compose over a simple groove</li> <li>• .Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>• Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>• Create a simple melody using crotchets, minims and perhaps paired quavers <ul style="list-style-type: none"> <li>• :C, D</li> <li>• C, D, E</li> <li>• C, D, E, G</li> <li>• C, D, E, G, A</li> <li>• Start and end on the note C</li> <li>• (Pentatonic on C)</li> <li>• C, D</li> <li>• C, D, E</li> <li>• C, D, E, F</li> <li>• C, D, E, F, G</li> <li>• Start and end on the note C (C major)</li> <li>• F, G</li> <li>• F, G, A</li> <li>• F, G, A, B<math>\flat</math></li> <li>• F, G, A, B<math>\flat</math>, C</li> <li>• Start and end on the note F (F major)</li> <li>• G, A</li> <li>• G, A, B</li> <li>• G, A, B, D</li> <li>• G, A, B, D, E</li> <li>• Start and end on the note G (Pentatonic on G)</li> </ul> </li> </ul>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
Performing	<ul style="list-style-type: none"> <li>● Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>● Enjoy and have fun performing.</li> <li>● Choose a song/songs to perform to a well-known audience. Prepare a song to perform.</li> <li>● Communicate the meaning of the song. Add actions to the song.</li> <li>● Play some simple instrumental parts.</li> </ul>	<ul style="list-style-type: none"> <li>● Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>● Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>● Talk about what the song means and why it was chosen to share.</li> <li>● Talk about the difference between rehearsing a song and performing it.</li> </ul>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3
Connecting Across the Curriculum	<ul style="list-style-type: none"> <li>● Topics include:</li> <li>● Nursery Rhymes</li> <li>● Christmas Nativity</li> <li>● Space- Instruments</li> <li>● Dance</li> <li>● Instruments- Explore animal sounds</li> <li>● Family Assembly- Performance</li> </ul>	<ul style="list-style-type: none"> <li>● Topics include:</li> <li>● Counting</li> <li>● Days of the week</li> <li>● Parts of the body</li> <li>● Counting backwards from 10</li> <li>● Animals from around the world</li> <li>● Insects</li> <li>● Our planets</li> <li>● PSHE</li> <li>● Stories</li> </ul>	<ul style="list-style-type: none"> <li>● Topics include</li> <li>● The importance of communication</li> <li>● Working and playing together</li> <li>● Stories</li> <li>● Caring about other people</li> <li>● Music from different parts of the world</li> <li>● Playing in a band together</li> <li>● Nature: the sun</li> <li>● Identity and accepting one another</li> </ul>	<ul style="list-style-type: none"> <li>● Topics include:</li> <li>● Your place in your family</li> <li>● Making friends and understanding each other</li> <li>● Using your imagination</li> <li>● Life in different countries</li> <li>● The way people lived</li> <li>● Families</li> <li>● Nature, the environment</li> <li>● Connections with the past</li> </ul>



Knowledge, skills and understanding breakdown of Music			
	Year 4	Year 5	Year 6
Listen and Appraise	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel</li> <li>● Listen carefully and respectfully to other people's thoughts about the music</li> <li>● To use musical vocabulary when talking about pieces of music and compositions.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease</li> <li>● To consider the message of different songs</li> <li>● To compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>● To listen carefully and respectfully to other people's thoughts about the music</li> <li>● To use musical vocabulary when talking about a variety of musical pieces and compositions</li> <li>● To talk about the musical dimensions working together in the Unit songs</li> <li>● To talk about how the feelings that the music evokes</li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse of 11 songs with ease</li> <li>● To consider the message of wide range different songs</li> <li>● To compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>● To always listen carefully and respectfully to other people's thoughts about the music</li> <li>● To use musical vocabulary confidently when talking about a variety of musical pieces and compositions</li> <li>● To talk confidently about the musical dimensions working together in the Unit songs</li> <li>● To talk confidently about how the feelings that the music evokes</li> </ul>

Knowledge, skills and understanding breakdown of Music			
	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'</li> <li>● To rejoin the song if lost</li> <li>● To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals</li> <li>● To enjoy exploring singing solo</li> <li>● To listen to the group when singing</li> <li>● To demonstrate a good singing posture</li> <li>● To follow a leader when singing</li> <li>● To experience rapping and solo singing</li> <li>● To listen to each other and be aware of how you fit into the group</li> <li>● To sing with awareness of being 'in tune'</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently sing in unison and to sing backing vocals</li> <li>● To take opportunities to sing solo</li> <li>● To listen with respect to the group when singing</li> <li>● To demonstrate an accurate singing posture</li> <li>● To confidently follow a leader when singing</li> <li>● To experience rapping and solo singing</li> <li>● To sing with awareness of being 'in tune'</li> </ul>

Knowledge, skills and understanding breakdown of Music			
	Year 4	Year 5	Year 6
Playing Instruments	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect</li> <li>● To play any one, or all four differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the song from memory or using notation</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To experience listening to and following musical instructions from a leader</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul>	<ul style="list-style-type: none"> <li>● Play a musical instrument with correct technique within the context of the Unit song</li> <li>● Select and learn an instrument part that matches their musical challenge using one of the differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the song from memory or using notation</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader</li> <li>● To lead a rehearsal session</li> </ul>	<ul style="list-style-type: none"> <li>● Play different musical instruments with correct technique within the context of the Unit song</li> <li>● Confidently select and learn instrument parts that match their musical challenge using one of the differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the song from memory or using notation</li> <li>● To confidently rehearse and perform their part within the context of the Unit song</li> <li>● To confidently listen to and follow musical instructions from a leader</li> <li>● To lead a rehearsal session with confidence</li> </ul>

Knowledge, skills and understanding breakdown of Music

	Year 4	Year 5	Year 6
Improvisation	<p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>●Bronze Challenge:                      ○Copy Back – Listen and sing back melodic patterns                      ○Play and Improvise – Using instruments, listen and play your own answer using one note. ○Improvise! – Take it in turns to improvise using one note.</p> <p>●Silver Challenge:                      ○Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.                      ○Improvise! – Take it in turns to improvise using one or two notes.</p> <p>●Gold Challenge:                      ○Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○Play and Improvise – Using your instruments, listen and play your own answer using two different notes.                      Improvise! – Take it in turns to improvise using three different notes.</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.</p> <p>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.</p> <p>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 – 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.</p> <p>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.</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>	<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.</p> <p>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.</p> <p>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 – 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.</p> <p>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.</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>

Knowledge, skills and understanding breakdown of Music

	Year 4	Year 5	Year 6
Composition	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or all five notes</li> <li>● Plan and create a section of music that can be performed within the context of the unit song</li> <li>● Talk about how the composition was created</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>● Record the composition appropriately to show recognition of the connection between sounds and symbols (e.g. graphic/pictorial/notation)</li> </ul>	<ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>● Explain the keynote or home note and the structure of the melody</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/notation).</li> </ul>	<ul style="list-style-type: none"> <li>● Create simple melodies using five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>● Confidently explain the keynote or home note and the structure of the melody</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> <li>● Record the composition to recognise the connection between sound and symbol (e.g. graphic/pictorial/notation).</li> </ul>

Knowledge, skills and understanding breakdown of Music

	Year 4	Year 5	Year 6
Performance	<ul style="list-style-type: none"> <li>● To choose what to perform when creating a programme</li> <li>● Present a musical performance designed to capture the audience</li> <li>● To communicate the meaning of words and clearly articulate them</li> <li>● To talk about the best place to be when performing and how to stand or sit</li> <li>● To record the performance and say how they were feeling, what they were pleased with and what they would change and why</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme</li> <li>● To communicate the meaning of the words and clearly articulate them</li> <li>● To talk about the venue and how to use it to best effect</li> <li>● To record the performance and compare it to a previous performance</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently choose pieces of music to perform</li> <li>● To clearly communicate the meaning of the words and articulate them with confidence</li> <li>● To talk about the venue and how to use it to best effect</li> <li>● To evaluate their performance using musical vocabulary</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>