

	Music
Intent –what do we want to achieve?	In the KT Federation we understand how music helps us to communicate and express ourselves, with many emotions and skills being unlocked through listening and performing, as well as singing, dancing and composing. Every culture is intertwined with music and this helps bring people together. We aim to encourage children to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians and to make links across other curriculum subjects, such as history, RE and art. We understand how progress in music requires children to develop musically across 3 'pillars' that connect skills learnt as a musician and our aim is that our children are able to become competent musicians through these. • The first pillar is the 'technical' development which will involve playing instruments or singing, but may also include musical technology i.e. software, apps. • The second pillar is the 'constructive' pillar. This is the knowledge of how musical elements, such as harmony, melody and rhythm come together. • The third pillar, the 'expressive' pillar, is focused on musical quality and creativity.
How will we achieve this?	We will use the music scheme Charanga to ensure high quality content and subject coverage. Class teachers will use Charanga to plan, deliver and assess the music curriculum in line with National Curriculum requirements. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence: Listen and Appraise Musical Activities (including pulse and rhythm) Singing and Voice Playing instruments Improvisation / Composition
	• Perform and Share We will give opportunities for children to revisit and practice music skills and content learned so that knowledge becomes embedded. Children will be given space to develop their own ideas independently, but in an environment that is structured and supportive when needed. Feedback will be clear, encouraging and guide the children on how to improve their musical competence. Children will become aware of music from a broad spectrum of cultures to build an appreciation of others and the diversity of the world.
What will the impact on learning be?	Outcomes after children have followed our music curriculum demonstrate progression and show how knowledge and skills are embedded. Our children enjoy their music lessons and are confident when singing and performing. Their achievements will be shared with parents and carers during class and whole school performances, both in person and uploaded to watch remotely. We measure the impact of our curriculum through the assessments that are carried out at the end of each Charanga unit. We also use photo and video evidence of the children's practical learning. The subject leader monitors the teaching of music, attending relevant CPD opportunities and will support other staff whenever needed.



				Cycle 1 - EYFS				
	Autumn 1	Autu	mn 2	Spring 1	Spring 2	Sumi	mer 1	Summer 2
Topic	Me	My St	cories	Everyone!	Our World	Big Bea	ar Funk	Reflect, Rewind and Replay
Style	Nursery rhymes and	Nursery rh	ymes and	Nursery rhymes and	Nursery rhymes and	Transitio	n unit for	
	action songs	action	songs	action songs	action songs	Yea	ar 1	
Knowledge		1	Kn	owledge to be developed	throughout Reception y	/ear		
	Listen and Resp	ond	Ex	plore and Create	Singing		Sha	re and Perform
	To know twenty nurse		To know	that we can move with	To sing or rap nursery r	•	A perform	ance is sharing music.
	off by heart. To know t			e of the music. To know	simple songs from men			
	of some of the nurser	y rhymes.		words of songs can tell	have sections	S.		
			storie	s and paint pictures.				
Skills				Skills to be developed thr	oughout Reception yea	r		
	Listen and Resp	ond	Ex	plore and Create	Singing		Sha	re and Perform
	To learn that music can	•		ne pulse by copying a	To sing along with a pr			y of the nursery rhymes
	feelings. To enjoy movii	•		er. Copy basic rhythm	song and add actions	•	, , ,	and adding actions or
	by dancing, marchin		•	s. Explore high and low	along with the backi	ng track.		Perform any nursery
	animals or Pop s	tars.	_	es and tuned percussion				songs adding a simple
				ents. Invent a pattern				ntal part. Record the
		T		g one pitched note.	T	T	•	nance to talk about.
Vocabulary	Pulse, rhythm, pitch,	Pulse, rhyt		Pulse, rhythm, pitch,	Pulse, rhythm, pitch,	Pulse, rhyth		
	high sounds, low	high sound	-	high sounds, low	high sounds, low	high sound	-	
	sounds, perform,	sounds, pe	-	sounds, tempo,	sounds, tempo,	sounds, ten	•	
	unison, phrase.	unison, bo	ogie,	perform, rap, unison,	perform, rap, unison.	perform, ra	p, unison,	
		phrase.		congo, rondo, concerto,		Funk.		
E. C.L.	FVFC/V: Class 4 Chair		•	phrase.				
Enrichment	EYFS/ Key Stage 1 Christ	mas product	tion					



Assessment Opportunities	Charanga Teacher Assessment documer	nt								
	for this unit.									
				Cycle 1 – Y	ear 1 & 2					
	Αι	ıtumn			Spr	ing			Sum	mer
Topic	Year 1	Year 1		Year	1		'ear 1		Year 1	Year 1
	Hey You!	Rhythm In The We Walk and Ba		In The Gr	oove	Round	and Round	You	ur Imagination	Reflect, Rewind and Replay
		Rap		Blues, Latir Funk, Bar	oque,	Music, B	sa Nova, Film ig Band Jazz,			
Style	Old School hip-hop	Reggae, Hip-h	ор	Bhang	ra	Mash Up	, Latin Fusion		Рор	
Knowledge				Knowledge t	o be devel	oped thro	ughout Year 1			
	Listen and	Games	:	Singing	Pla	ying	Improvisat	ion	Composition	Performance
	Appraise									
		To know that		nfidently sing	Learn the	e names	Improvisation		Composing is like	
	· · · · · · · · · · · · · · · · · · ·	music has a steady		five songs	of the no		about making	•	writing a story	sharing music with
		pulse, like a		memory and		rumental	your own tun		with music.	other people,
		heartbeat. To		nem in		n memory	the spot. Who	en	Everyone can	called an
	' '	know that we can	unisor	n	or when		someone		compose.	audience.
	·	create rhythms			down. Le		improvises, tl	•		
	_	from words, our			names of		make up thei			
	· · · · · · · · · · · · · · · · · · ·	names, favourite			instrume	•	tune that has			
		food, colours and			are playi	ng.	never been h			
		animals.					before. It is n			
							belongs to th			
							Everyone can			
							improvise!			
Skills				Skills to b	e develope	ed through	out Year 1			



	Listen and Appraise	Games		Singing	Pla	ying	Improvisa	tion	Composition	Performance
	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Find the pulse. Listen to the rhythm and clap back. Create rhythms for others to copy. Listen and sing back. March to the beat.	voice note pitch they diffe soun voice start singi	n about es, singing s of different nes. Learn that can make rent types of ids with their es. Learn to and stop ing when wing a leader.	carefully respect. tuned instrume with the perform play a different instrume Listen to follow m	ental part song they Learn to liated ental part. and	Listen and cla back, answer with own and Listen and sin play back usi one or two n	ring swer. ng or ng	Help to create a simple melody using one, two o three notes. Lear how the notes of the composition can be written down and chang if necessary.	and perform it. They can add their ideas to the performance.
Vocabulary	Pulse, rhythm, pitch rap, improvise, compose, melody, bass guitar, drums, decks, perform.	rap, melody, sing keyboard, bass, guitar, percussion trumpets, saxophones, perf	gers, n,	Blues, Baroqu Irish Folk, Fur rhythm, pitch compose, imp perform, groc	ik, pulse, , provise,	percussio saxophon rhythm, p improvise	· •	bass, pitch, compa	pard, drums, pulse, rhythm, improvise, ose, perform, nce, nation.	
FLASHBACK –Links to previous/future learning	The Fresh Prince of Bel-Air (Year 5)	Zootime (Year 2) Three Little Birds (Year 3) Hey You! (Year 1				In The Gro	oove (Year 1)			All Year 1 units
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	EYFS/ Key Stage 1 Ch	nristmas production								



Assessment										
Opportunities										
				Cycle 1 – Y						
		utumn			Spr				Sumn	_
Topic	Year 3	Year 3		Year	3	Y	ear 3		Year 3	Year 3
	Let Your Spirit Fly	Glockenspiel Sta	age 1	Three Little	e Birds	The Di	ragon Song	Bring	ing Us Together	Reflect, Rewind and
										Replay
Style	R&B, Western	Learning basi	ic	Regga	ie	A little b	oit funky and		Disco	Western Classical
	Classical, Musicals,	instrumental ski	ills in				rom around			Music
	Motown, Soul	various style	es .			the	e world			
Knowledge				Knowledge t	o be devel	oped thro	ughout Year 3			
					1		Τ		T	1
	Listen and	Games		Singing	Pla	ying	Improvisat	ion	Composition	Performance
	Appraise									
	To know five songs	Know how to find		now and be	To know		To know and		To know and be	To know and be
	from memory and	and demonstrate		to talk about:	able to ta		able to talk a		able to talk about:	
	who sang them or	the pulse. Know		t a choir is.	the instru		improvisation		A composition:	Performing is
	wrote them. To	the difference	What	t a leader or	used in cl	•	Improvisation		music that is	sharing music with
	know the style of	between pulse		uctor is.	glockens	•	making up yo		created by you	other people, an
	the five songs. To	and rhythm. Know		s can make	recorder))	own tunes or	the	and kept in some	audience. You
	choose one song	how pulse, rhythm	you f	eel different			spot. When		way. Different	need to know and
	and be able to talk	and pitch work	_	s e.g. happy,			someone		ways of recording	have planned
	about: Its lyrics,	together to create	energ	getic or sad			improvises, tl	•	compositions	everything that
	what the song is	a song. Know that	_	ng as part of			make up thei		(letter names,	will be performed
	about, any musical	every piece of	an er	isemble or			tune that has		symbols, audio	You must sing or
	dimensions	music has a	large	group is fun,			never been h		etc.)	rap the words
	featured in the	pulse/steady beat.		hat you must			before. It is n			clearly and play
	song, and where	Know the		to each			written down	and		with confidence. A
	they are used,	difference	other	r. To know			belongs to th			performance can
	identify the main	between a musical	why	you must			To know that			be a special
	sections of the	question and an	warm	n up your			using one or	two		occasion and
	song, name some	answer.	voice	!			notes confide	ently		involve an



	of the instruments they heard in the song				is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.		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
Skills		1	Skills to b	e developed through	out Year 3	1	<u> </u>
	Listen and	Games	Singing	Playing	Improvisation	Composition	Performance
	Appraise						
	To confidently	Clap and say back	To sing in unison	To treat	Listen and sing	Help create at	To choose what to
	identify and move	rhythms. Create	and in simple two-	instruments	back. Listen and	least one simple	perform and
	to the pulse. To	own simple	parts. To	carefully and with	copy back using	melody using one,	create a
	think about what	rhythm patterns.	demonstrate a	respect. Play any	instruments using	three or five	programme. To
	the words of a	Listen and sing	good singing	one, or all of four,	two different	different notes.	communicate the
	song mean. To	back (no	posture. To follow	differentiated	notes. Using	Plan and create a	meaning of the
	take it in turn to	notation). Copy	a leader when	parts on a tuned	instruments, listen	section of music	words and clearly
	discuss how the	back with	singing. To enjoy	instrument – a	and play your own	that can be	articulate them.
	song makes them	instruments	exploring singing	one-note, simple	answer using one	performed within	To talk about the
	feel. Listen	(without, then	solo. To sing with	or medium part or	or two notes.	the context of the	best place to be
	carefully and	with notation).	awareness of	the melody of the		unit song. Talk	when performing
	respectfully to		being 'in tune'. To	song from		about how it was	and how to stand
	other people's		have an	memory or using		created. Listen to	or sit. To record
	thoughts about		awareness of the	notation. To		and reflect upon	the performance
	the music.		pulse internally	rehearse and		the developing	and say how they
			when singing.	perform their part		composition and	were feeling, what
				within the context		make musical	they were pleased



Vocabulary	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo	Improvise, compos pulse, rhythm, pito tempo, dynamics, texture structure, melody.	ch, chorus, bass, electric guita keyboard, or backing voca	verse, drums, r, gan, ls, pulse,	Keyboard bass, pen pulse, rhy tempo, dy texture, s	tatonic scale, thm, pitch, mamics, tructure,	bass, i impro disco, scale,	decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in a appropriate way that recognises the connection between sound and symbol. ard, drums, magination, vise, compose, pentatonic pulse, rhythm,	
	dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.		rhythm, pitch dynamics, tex structure, col improvise, ho melody, Regg pentatonic so	kture, mpose, ook, riff, gae,	hook, me	improvise, lody.	dynan	tempo, nics, texture, ure, hook, riff, y.	
FLASHBACK –Links to previous/future learning		Glockenspiels stage (Year 4)	<u> </u>		Your Imag 1)	gination (Year	2) Stop!	ship Song (Year (Year 4) e Got a Friend	All Year 3 units
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors Assessment			Sing On- spec scale concert	_	-	-	<u> </u>	age 2 end of year	production
Opportunities									



			Cycle 1 – Y	'ear 5 & 6					
	, i	Autumn		Spr	ing			Summ	ier
Topic	Year 5	Year 5	Year	5	Υ	ear 5		Year 5	Year 5
	Livin' on a Prayer	Classroom Jaz	z 1 Make you fe	el my love	The Fre	sh Prince of	Danc	ing in the Street	Reflect, Rewind and
					В	sel-Air			Replay
Style	Rock	Jazz	Pop ba	lads	Hi	ір Нор		Motown	Western Classical
Knowledge			Knowledge	to be devel	oped thro	ughout Year 5			
	Listen and	Games	Singing	Pla	ying	Improvisat	ion	Composition	Performance
	Appraise								
	To know five songs	Know and be able	To know and	To know	and be	To know and	be	To know and be	To know and be
	from memory,	to talk about: How	confidently sing	able to ta	alk about:	able to talk at	out	able to talk about	able to talk about:
	who sang or wrote	pulse, rhythm,	five songs and	different	ways of	improvisation	:	what a	performing is
	them, when they	pitch, tempo,	their parts from	writing m	nusic	improvisation	is	composition is.	sharing music with
	were written and,	dynamics, texture	memory, and to	down – e	•	making up yo	ur	Know that a	an audience,
	if possible, why?	and structure	sing them with a	notation,	symbols,	own tunes on	the	composition has	everything that
	To know the style	work together and	strong internal	the notes	s C, D, E,	spot, when		pulse, rhythm and	will be performed
	of the five songs	how they connect	pulse. To choose a	F, G, A, B		someone		pitch that work	must be planned
	and other similar	in a song, how to	song and be able	the treble	-	improvises, th	ney	together and are	and learned, you
	songs. To choose	keep the internal	to talk about: its	the instru	uments	make up their	own	shaped by tempo,	must sing or rap
	other songs and	pulse, musical	main features,	they mig		tune that has		dynamics, texture	the words clearly
	be able to talk	Leadership-	singing in unison,	be played		never been he		and structure.	and play with
	about: the style	creating musical	the solo, lead	band or o		before. It is no		Notation:	confidence, a
	indicators of the	ideas for the	vocal, backing	or by the	ir friends	written down		recognise the	performance can
	songs, the lyrics,	group to copy or	vocals or rapping,			belongs to the	-	connection	be a special
	what the songs are	respond to	to know what the			to know that	-	between sound	occasion and
	about, any musical		song is about and			improvise usi	_	and symbol	involve an
	dimensions		the meaning of			the notes you			audience of
	featured in the		the lyrics, to know			given, you car			people you don't
	songs and where		and explain the			make a mistal	ke, to		know, a

Our vision is to work in partnership with families to unlock the potential of every individual.

Together, we nurture a self-belief and a lifelong passion for learning



	they are used, identify the main sections of the songs, name some of the instruments they heard, the historical context of the songs.		importance of warming up your voice		know that you can use some of the riffs you have heard in the challenges in your improvisations, to know three well-known improvising musicians		performance involves communicating ideas, thoughts and feelings about the song/music
Skills			Skills to b	e developed through	out Year 5		
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	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. To talk	Find the pulse. Lead the class by inventing rhythms for them to copy back. Copy back two note riffs, both by ear and with notation.	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	Play a musical instrument with the correct technique. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical	Copy back using instruments with 1, 2 or 3 notes. Improvise using 1, 2 or 3 notes.	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 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	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



	about the musical	with	awareness of	instruction	ons from a			composition in a	ny well?" and "It
				leader. T					would have been
	dimensions.	beir	ig 'in tune'.					way appropriate	
				renearsa	l session.			that recognises	even better if?"
								the connection	
								between sound	
								and symbol.	
Vocabulary	Rock, structure,	Appraising, Bossa	Ballad, verse,	chorus,	Old-schoo	l Hip Hop,	Soul,	groove, riff, bass	
	pulse, rhythm, pitch,	Nova, syncopation,	interlude, tag	ending,	Rap, riff, s	ynthesizer,	line, b	ackbeat, brass	
	bridge, backbeat,	structure, Swing,	strings, piano	, guitar,	deck, back	ing loops,	sectio	n, harmony,	
	amplifier, tempo,	tune/head, note	bass, drums, i	nelody,	Funk, scra	tching,	hook,	melody,	
	texture, dynamics,	values, note names,	compose, imp	rovise,	unison, m	elody,	comp	ose, improvise,	
	chorus, bridge, riff,	Big bands, improvise,	cover, pulse,	-	1	improvise,		, pulse, rhythm,	
	hook, improvise,	pulse	pitch, tempo,	•		se, rhythm,		tempo,	
	compose.	p s.i.o.o	dynamics, tim		pitch, tem			nics, timbre,	
	compose.		texture, struc	-	dynamics,		,	re, structure.	
			texture, struc	ture.	texture, st	•	textu	c, structure.	
FLASHBACK –Links	I Wanna Play In A	Classroom Jazz 2	Mamma Mia	(Voor 1)	1		Напр	(Voor 6)	All Year 5 units
	•		Mamma Mia	(Teal 4)	Hey You! (Teal 1)	парру	/ (Year 6)	All fedi 5 utilits
to previous/future	Band (Year 2)	(Year 6)							
learning									
Enrichment - Sparkling							Key St	tage 2 end of year	production
Starts/Marvellous Middles/Fantastic									
Finishes/Visits & Visitors									
Assessment									
Opportunities									
			Cycle 2	- EYFS					
	Autumn 1	Autumn 2	Sprin	g 1	Sp	oring 2		Summer 1	Summer 2
Topic									
				See (Cycle 1				
			Cycle 2 V	20 1 P 2					
			Cycle 2 – Y	ear 1 & 2					

Our vision is to work in partnership with families to unlock the potential of every individual.

Together, we nurture a self-belief and a lifelong passion for learning



	Δ.	lutumn			Spr	ing			Sumr	ner
Topic	Year 2	Year 2		Year 2	2	Υ	ear 2		Year 2	Year 2
	Hands, Feet and	Ho, Ho, Ho	1	Wanna Pla	ay In A	Zo	otime	Fri	endship Song	Reflect, Rewind and
	Heart			Band						Replay
		Christmas, Big B	Band,							
Style	South African style	s Motown, Elvi	is,	Rock		Re	eggae			Western Classical
		Freedom Son	gs							Music
Knowledge				Knowledg	e develop	ed through	out Year 2			
	Listen and	Games	Sing	ing	Pla	ying	Improvisat	tion	Composition	Performance
	Appraise									
	To know five songs	To know that	To confide	ently	Learn the	names	Improvisation	n is	Composing is like	A performance is
	off by heart. To	music has a steady	know and	sing five	of the no	tes in	making up yo	our	writing a story	sharing music with
	know some songs	pulse, like a	songs fron	n	their inst	rumental	own tunes or	n the	with music.	an audience. A
	have a chorus or a	heartbeat. To	memory.	To know	part from	n memory	spot. When		Everyone can	performance can
	response/answer	know that we can	that uniso	n is	or when	written	someone		compose.	be a special
	part. To know that	create rhythms	everyone	singing	down. Kn	ow the	improvises, t	hey		occasion and
	songs have a	from words, our	at the sam	ne time.	names of	untuned	make up thei	r own		involve a class, a
	musical style.	names, favourite	Songs incl		percussic	n	tune that has			year group or a
		food, colours and	other way		instrume	nts	never been h			whole school. An
		animals. Rhythms	using the		played in	class.	before. It is n			audience can
		are different from	e.g. rappir	-			written dowr			include your
		the steady pulse.	know why				belongs to th			parents and
		We add high and	need to w	•			Everyone car			friends.
		low sounds, pitch,	our voices	5.			improvise, ar			
		when we sing and					you can use o	one or		
		play our					two notes.			
		instruments.								
Skills				Skills d	eveloped t	throughou	t Year 2			
	Listen and	Games	Sing	ing	Pla	ying	Improvisat	tion	Composition	Performance
	Appraise									



nswer, rap, imp	, audience, provise,	compose, per audience, me dynamics, ten	lody,	compose, audience, dynamics,	melody,	•	n, audience, n, dynamics,	
		Livin' on a Pra 5)	ayer (Year	Three Little 3)	le Birds (Year			
	Christm	Christmas units 1 Christmas production	Christmas units Livin' on a Pra	Christmas units Livin' on a Prayer (Year 5)	Christmas units Livin' on a Prayer (Year 5) Sharper 1	Christmas units Livin' on a Prayer (Year 5) Three Little Birds (Year 3)	Christmas units Livin' on a Prayer (Year 5) Livin' on a Prayer (Year 3)	Christmas units Livin' on a Prayer (Year 5) Livin' on a Prayer (Year 3)



Assessment Opportunities				Cools 2 V	20.4						
	Δ.	utumn		Cycle 2 – Y		ing			Sumn	nor	
Topic	Year 4	Year 4		Year	•		ear 4		Year 4	Year 4	
Торіс	Mamma Mia	Glockenspiel Sta	age 2	Stop			Lean On Me Blackbird			Reflect, Rewind and Replay Western Classical Music	
Style	Musical styles from the 70s and 80s	Learning bas instrumental si playing in a varie styles	kills	Grime, Cla Bhangra, Tar Fusio	go, Latin	G	ospel	Pop- The Beatles			
Knowledge				Knowledge t	o be devel	oped thro	ughout Year 4		,		
	Listen and Appraise	Games		Singing	Pla	ying	Improvisation	on	Composition	Performance	
	To know five songs from memory and who sang them or wrote them and their style. To choose one song and be able to talk about: some of the style indicators of that song, the lyrics, any musical dimensions featured in the song, identify the main sections of the song, name	Know and be able to talk about: How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical	able what cond leade can n differ e.g. h energy singir an er large but tillisten other How	now and be to talk about: a choir and a uctor or er is, songs nake you feel rent things nappy, getic or sad, ng as part of nsemble or group is fun, hat you must a to each r, texture: a solo singer es a thinner	the instruused in consider sylophon instrume might played in	alk about: uments lass (a piel, or ie), other ints they ay or be a band stra or by	To know and be able to talk about the improvisation: improvisation making up you own tunes on spot, when someone improvises, the make up their tune that has never been he before. It is no written down a belongs to the to know that upone or two not improvises.	out is r the ey own ard t and m, sing	To know and be able to talk about a composition-music that is created by you and kept in some way. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: performing is sharing music with other people, an audience. A performance 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	



	some of the	Leadership:	texture than a		confidently is		performance can
	instruments they	creating musical	large group. To		better than using		be a special
	heard in the song.	ideas for the	know why you		five, to know that		occasion and
		group to copy or	must warm up		if you improvise		involve an
		respond to	your voice		using the notes		audience including
					you are given, you		people you don't
					cannot make a		know. It is planned
					mistake, to know		and different for
					that you can use		each occasion. It
					some of the riffs		involves
					you have heard in		communicating
					the Challenges in		feelings, thoughts
					improvisations		and ideas about
							the song/music
Skills			Skills to b	e developed through	out Year 4		
					1		
	Listen and	Games	Singing	Playing	Improvisation	Composition	Performance
	Appraise			, ,	•		
	Appraise To confidently	Clap and say back	To sing in unison	To treat	Listen and sing	Composition Help create at	Performance To choose what to
	Appraise To confidently identify and move			, ,	•		
	Appraise To confidently identify and move to the pulse. To	Clap and say back rhythms. Create own simple	To sing in unison	To treat instruments carefully and with	Listen and sing	Help create at least one simple melody using one,	To choose what to
	Appraise To confidently identify and move	Clap and say back rhythms. Create own simple rhythm patterns.	To sing in unison and in simple two-	To treat instruments	Listen and sing back melodic patterns, using instruments and	Help create at least one simple melody using one, three or all five	To choose what to perform and
	Appraise To confidently identify and move to the pulse. To	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class	To sing in unison and in simple two-parts. To demonstrate a good singing	To treat instruments carefully and with respect. Play any one, or all four,	Listen and sing back melodic patterns, using instruments and two different	Help create at least one simple melody using one, three or all five different notes.	To choose what to perform and create a programme. Present a musical
	Appraise To confidently identify and move to the pulse. To talk about the	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow	To treat instruments carefully and with respect. Play any	Listen and sing back melodic patterns, using instruments and	Help create at least one simple melody using one, three or all five different notes. Plan and create a	To choose what to perform and create a programme. Present a musical performance
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music	To choose what to perform and create a programme. Present a musical performance designed to
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs.	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from	Listen and sing back melodic patterns, using instruments and two different notes. Using	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	To choose what to perform and create a programme. Present a musical performance designed to capture the
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Talk about the	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy back with	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	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from memory or using	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen	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. Talk	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy back with instruments, both	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	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from memory or using notation. To	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen and play back your	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. Talk about how it was	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Talk about the	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy back with	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	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from memory or using	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen and play back your own answer using	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. Talk	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes them feel. Listen carefully	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy back with instruments, both	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	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from memory or using notation. To rehearse and perform their part	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen and play back your own answer using	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. Talk about how it was created. Listen to and reflect upon	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
	Appraise To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes them feel.	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy back with instruments, both without and with	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	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from memory or using notation. To rehearse and	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen and play back your own answer using	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. Talk about how it was created. Listen to	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the



	T T		1						1	
	thoughts about		_	roup when	To listen				make musical	best place to be
	the music. When		singi	ng.	follow m	usical			decisions about	when performing
	you talk try to use				instruction	ons from a			pulse, rhythm,	and how to stand
	musical words.				leader. T	O			pitch, dynamics	or sit. To record
					experien	ce leading			and tempo.	the performance
					the playi	ng by			Record the	and say how they
					making s	ure			composition in ar	y were feeling, what
					everyone	e plays.			way appropriate	they were pleased
									that recognises	with what they
									the connection	would change and
									between sound	why.
									and symbol.	
Vocabulary	Keyboard, electric	Rhythm patterns	,	Musical style,	rapping,	Unison, b	y ear,	Acous	tic guitar,	
	guitar, bass, drums,	compose, melody	у,	lyrics, choreo	graphy,	notation,	improvise,	percu	ssion, birdsong,	
	improvise, compose,	pulse, rhythm, pi	tch,	digital/electro	onic	melody, p	itch, rhythm,	civil ri	ghts, racism,	
	melody, pulse,	tempo, dynamics	j,	sounds, turnt	ables,	pulse, con	nposition,	equal	ity, pentatonic	
	rhythm, pitch, tempo	, texture structure		synthesizers,	drums,	backing vo	ocal, piano,	scale,	unison, pulse,	
	dynamics, texture,			unison, pulse,	, rhythm,	bass, drur	ns, organ,	rhyth	m, pitch, tempo,	
	structure, compose,			pitch, tempo,		tempo, dy	namics,	dynar	nics, texture,	
	improvise, hook, riff,			dynamics, tex	ture	texture, s	tructure,	struct	ure, compose,	
	melody, solo,			structure, cor	npose,	compose,	hook, riff,	impro	vise, hook, riff,	
	pentatonic scale,			improvise, ho	ok, riff,	melody, s	olo.	melod	dy, solo.	
	unison.			melody, solo.						
FLASHBACK –Links	Livin' on a Prayer	Using scores/not	ation	The Fresh Pri	nce of	A New Ye	ar Carol	Danci	ng In the Street	All Year 4 units
to previous/future	(Year 5)	in other units		Bel-Air (Year !	5)	(Year 6)		(Year	6)	
learning										
Enrichment - Sparkling Starts/Marvellous								Key S	tage 2 end of year p	production
Middles/Fantastic										
Finishes/Visits & Visitors									<u>.</u>	
Assessment										
Opportunities										



			Cycle 2 – Y	ear 5 & 6					
		Autumn		Spi	ring			Sumn	ner
Topic	Year 6	Year 6	Year	6	Υ	ear 6		Year 6	Year 6
	Нарру	Classroom Jaz	z 2 A New Yea	r Carol	You've	Got A Friend	M	lusic And Me	Reflect, Rewind and
									Replay
Style	Pop/Motown	Jazz, Latin, Blu	ues Benjamin	Britten	Popular I	Music- Carole	Cont	emporary music	Western Classical
			(Western C	••		King	á	and identity	Music
			Gospel, Bl						
Knowledge			Knowledge t	o be deve	loped thro	ughout Year 6			
	Listen and	Games	Singing	Pla	ying	Improvisat	ion	Composition	Performance
	Appraise								
	To know five songs	Know and be able	To know and	To know	and be	nd be To know and		To know and be	To know and be
	from memory,	to talk about: how	confidently sing	able to ta	alk about:	able to talk al	oout	able to talk about	able to talk about:
	who sang or wrote	pulse, rhythm,	five songs and	different	: ways of	improvisation	1 :	a composition-	performing is
	them, when they	pitch, tempo,	their parts from	writing n	nusic	improvisation	ı is	music that is	sharing music with
	were written and	dynamics, texture	memory, and to	down – e	e.g. staff	making up yo	ur	created by you	an audience with
	why and the style.	and structure	sing them with a		, symbols,	own tunes on	the	and kept in some	belief, a
	To choose other	work together to	strong internal	the note		spot, when		way. It's like	performance can
	songs and be able	create a song or	pulse. To know	F, G, A, B		someone		writing a story, a	be to one person
	to talk about: the	music, how to	about the style of	the trebl	-	improvises, th	•	composition has	or to each other,
	style indicators,	keep the internal	the songs so you	the instr		make up thei		pulse, rhythm and	, ,
	the lyrics, what	pulse, musical	can represent the		ht play or	tune that has		pitch that work	will be performed
	the songs are	leadership-	feeling and	be playe		never been h		together and are	must be planned
	about, any musical	creating musical	context to your		orchestra	before, to kno		shaped by tempo,	
	dimensions	ideas for the	audience. To	or by the	eir friends	that using on	•	dynamics, texture	•
	featured in the	group to copy or	choose a song and			two or three		and structure,	the words clearly
	songs and where	respond to	be able to talk			confidently is		notation:	and play with
	they are used, the		about: its main			better than u	_	recognise the	confidence, a
	structure of the		features, singing in			five, to know		connection	performance can
	songs, name some		unison, the solo,			if you improv	ıse		be a special

Our vision is to work in partnership with families to unlock the potential of every individual.

Together, we nurture a self-belief and a lifelong passion for learning



	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		lead vocal, backing vocals or rapping, know what the song is about and the meaning of the lyrics, to know and explain the importance of warming up your voice		using the notes you are given, you cannot make a mistake, to know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations, to know three well-known improvising musicians.	between sound and symbol	occasion and involve an audience including of people you don't know, a performance involves communicating ideas, thoughts and feelings about the song/music
Skills			Skills to b	e developed through	out Year 6		
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	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.	Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two or three-note riffs by ear and with notation. Question and answer using two/ three different notes	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how	Play a musical instrument with the correct technique. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, from memory or using notation. To	Copy back using instruments. Use one, two or three notes. Question and answer using instruments, using 2 or 3 notes (always start on G). Improvise using one, two or three notes.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon	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



	Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about musical dimensions. Talk about the music and how it makes you feel, using musical language to describe the music.	gro with	fit into the up. To sing n awareness of ng 'in tune'.	within th of the Ur To listen follow m instruction leader. T	their part the context nit song. to and usical ons from a		the developing composition and make musical decisions about how the melody connects with the song. Record the composition in an way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	well?" and "It
Vocabulary	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.	pulse, rhythm tempo, dynar	ver, n, pitch, nics, re, nensions nato, on,	tempo, dy timbre, te	thm, pitch, namics, exture, dimensions hook, riff, rights,		
FLASHBACK –Links to previous/future learning	Dancing In The Streets (Year 5)	Classroom Jazz (Year 5)	Lean on Me (\) In The Groove	•	Make You Love (Yea	•		All other Year 6 units



Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors			Key Stage 2 end of year	production
Assessment Opportunities				