

Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

Listen and Appraise

## Year 1

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know 5 songs off by heart.</li><li>• To know what the songs are about.</li><li>• To know and recognise the sound and names of some of the instruments they use.</li></ul>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

## Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know five songs off by heart.</li><li>• To know some songs have a chorus or a response/answer part.</li><li>• To know that songs have a musical style.</li></ul>	<ul style="list-style-type: none"><li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li><li>• To learn how songs can tell a story or describe an idea.</li></ul>

Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

## Year 3

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>

## Year 4

Knowledge	Skills
<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"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>● Name some of the instruments they heard in the song.</li> </ul>	<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>● When you talk try to use musical words.</li> </ul>

# Year 5

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li><li>● To know the style of the five songs and to name other songs from the Units in those styles.</li><li>● To choose two or three other songs and be able to talk about:<ul style="list-style-type: none"><li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li><li>○ The lyrics: what the songs are about</li><li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the songs</li><li>○ The historical context of the songs. What else was going on at this time?</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To identify and move to the pulse with ease.</li><li>● To think about the message of songs.</li><li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li><li>● When you talk try to use musical words.</li><li>● To talk about the musical dimensions working together in the Unit songs.</li><li>● Talk about the music and how it makes you feel.</li></ul>

## Year 6

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li><li>● To know the style of the songs and to name other songs from the Units in those styles.</li><li>● To choose three or four other songs and be able to talk about:<ul style="list-style-type: none"><li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li><li>○ The lyrics: what the songs are about</li><li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li><li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments used in the songs</li><li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li><li>○ Know and talk about that fact that we each have a musical identity</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To identify and move to the pulse with ease.</li><li>● To think about the message of songs.</li><li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li><li>● Use musical words when talking about the songs.</li><li>● To talk about the musical dimensions working together in the Unit songs.</li><li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li></ul>

Games

# Year 1

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that music has a steady pulse, like a heartbeat.</li><li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li></ul>	<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> <ul style="list-style-type: none"><li>• <b>Game 1 – Have Fun Finding The Pulse!</b> Find the pulse. Choose an animal and find the pulse</li><li>• <b>Game 2 – Rhythm Copy Back</b> 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.</li><li>• <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy</li><li>• <b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li><li>• <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li></ul>

## Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that music has a steady pulse, like a heartbeat.</li><li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li><li>• Rhythms are different from the steady pulse.</li><li>• We add high and low sounds, pitch, when we sing and play our instruments.</li></ul>	<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> <ul style="list-style-type: none"><li>• <b>Game 1 – Have Fun Finding the Pulse!</b> Find the pulse. Choose an animal and find the pulse.</li><li>• <b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li><li>• <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy.</li><li>• <b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li><li>• <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li></ul>

# Year 3

Knowledge	Skills
<ul style="list-style-type: none"><li>● Know how to find and demonstrate the pulse.</li><li>● Know the difference between pulse and rhythm.</li><li>● Know how pulse, rhythm and pitch work together to create a song.</li><li>● Know that every piece of music has a pulse/steady beat.</li><li>● Know the difference between a musical question and an answer.</li></ul>	<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"><li>1. <b>Find the Pulse</b></li><li>2. <b>Rhythm Copy Back:</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Clap and say back rhythms</li><li>b. <b>Silver:</b> Create your own simple rhythm patterns</li><li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li></ol></li><li>3. <b>Pitch Copy Back Using 2 Notes</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li><li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li><li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li></ol></li><li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li></ol>

# Year 4

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>• How pulse, rhythm and pitch work together</li><li>• Pulse: Finding the pulse – the heartbeat of the music</li><li>• Rhythm: the long and short patterns over the pulse</li><li>• Know the difference between pulse and rhythm</li><li>• Pitch: High and low sounds that create melodies</li><li>• How to keep the internal pulse</li><li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li></ul>	<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"><li>1. <b>Find the Pulse</b></li><li>2. <b>Rhythm Copy Back:</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Clap and say back rhythms</li><li>b. <b>Silver:</b> Create your own simple rhythm patterns</li><li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li></ol></li><li>3. <b>Pitch Copy Back Using 2 Notes</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Copy back – 'Listen and sing back' (no notation)</li><li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li><li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li></ol></li><li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li></ol>



# Year 5

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li><li>• How to keep the internal pulse</li><li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li></ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"><li>• <b>Bronze Challenge</b><ul style="list-style-type: none"><li>○ Find the pulse</li><li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li><li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li></ul></li><li>• <b>Silver Challenge</b><ul style="list-style-type: none"><li>○ Find the pulse</li><li>○ Lead the class by inventing rhythms for others to copy back</li><li>○ Copy back two-note riffs by ear and with notation</li><li>○ Question and answer using two different notes</li></ul></li><li>• <b>Gold Challenge</b><ul style="list-style-type: none"><li>○ Find the pulse</li><li>○ Lead the class by inventing rhythms for them to copy back</li><li>○ Copy back three-note riffs by ear and with notation</li><li>○ Question and answer using three different notes</li></ul></li></ul>

## Year 6

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li><li>• How to keep the internal pulse</li><li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li></ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"><li>• <b>Bronze Challenge</b><ul style="list-style-type: none"><li>◦ Find the pulse</li><li>◦ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li><li>◦ Copy back one-note riffs using simple and syncopated rhythm patterns</li></ul></li><li>• <b>Silver Challenge</b><ul style="list-style-type: none"><li>◦ Find the pulse</li><li>◦ Lead the class by inventing rhythms for others to copy back</li><li>◦ Copy back two-note riffs by ear and with notation</li><li>◦ Question and answer using two different notes</li></ul></li><li>• <b>Gold Challenge</b><ul style="list-style-type: none"><li>• Find the pulse</li><li>• Lead the class by inventing rhythms for them to copy back</li><li>• Copy back three-note riffs by ear and with notation</li><li>• Question and answer using three different notes</li></ul></li></ul>

Singing

## Year 1

Knowledge	Skills
To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none"><li>• Learn about voices, singing notes of different pitches (high and low).</li><li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li><li>• Learn to start and stop singing when following a leader.</li></ul>

## Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>• To confidently know and sing five songs from memory.</li><li>• To know that unison is everyone singing at the same time.</li><li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li><li>• To know why we need to warm up our voices.</li></ul>	<ul style="list-style-type: none"><li>• Learn about voices singing notes of different pitches (high and low).</li><li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li><li>• Learn to find a comfortable singing position.</li><li>• Learn to start and stop singing when following a leader.</li></ul>

## Year 3

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Singing in a group can be called a choir</li><li>• Leader or conductor: A person who the choir or group follow</li><li>• Songs can make you feel different things e.g. happy, energetic or sad</li><li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li><li>• To know why you must warm up your voice</li></ul>	<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 have an awareness of the pulse internally when singing.</li></ul>

## Year 4

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Singing in a group can be called a choir</li><li>• Leader or conductor: A person who the choir or group follow</li><li>• Songs can make you feel different things e.g. happy, energetic or sad</li><li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li><li>• Texture: How a solo singer makes a thinner texture than a large group</li><li>• To know why you must warm up your voice</li></ul>	<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>

## Year 5

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li><li>● To choose a song and be able to talk about:<ul style="list-style-type: none"><li>○ Its main features</li><li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>○ To know what the song is about and the meaning of the lyrics</li><li>○ To know and explain the importance of warming up your voice</li></ul></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>

## Year 6

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li><li>● To know about the style of the songs so you can represent the feeling and context to your audience</li><li>● To choose a song and be able to talk about:<ul style="list-style-type: none"><li>○ Its main features</li><li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>○ To know what the song is about and the meaning of the lyrics</li><li>○ To know and explain the importance of warming up your voice</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To sing in unison and to sing backing vocals.</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>

Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

Playing Instruments

## Year 1

Knowledge	Skills
<ul style="list-style-type: none"><li>• Learn the names of the notes in their instrumental part from memory or when written down.</li><li>• Learn the names of the instruments they are playing.</li></ul>	<ul style="list-style-type: none"><li>• Treat instruments carefully and with respect.</li><li>• Play a tuned instrumental part with the song they perform.</li><li>• 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).</li><li>• Listen to and follow musical instructions from a leader.</li></ul>

## Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>• Learn the names of the notes in their instrumental part from memory or when written down.</li><li>• Know the names of untuned percussion instruments played in class.</li></ul>	<ul style="list-style-type: none"><li>• Treat instruments carefully and with respect.</li><li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li><li>• Play the part in time with the steady pulse.</li><li>• Listen to and follow musical instructions from a leader.</li></ul>

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## Year 3

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• The instruments used in class (a glockenspiel, a recorder)</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect.</li><li>• 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.</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></ul>

## Year 4

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li><li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect.</li><li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</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 experience leading the playing by making sure everyone plays in the playing section of the song.</li></ul>

## Year 5

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Different ways of writing music down – e.g. staff notation, symbols</li><li>• The notes C, D, E, F, G, A, B + C on the treble stave</li><li>• The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<ul style="list-style-type: none"><li>• Play a musical instrument with the correct technique within the context of the Unit song.</li><li>• 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.</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>

## Year 6

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Different ways of writing music down – e.g. staff notation, symbols</li><li>• The notes C, D, E, F, G, A, B + C on the treble stave</li><li>• The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<ul style="list-style-type: none"><li>• Play a musical instrument with the correct technique within the context of the Unit song.</li><li>• 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.</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>



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Improvisation

## Year 1

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Knowledge	Skills
<ul style="list-style-type: none"><li>Improvisation is about making up your own tunes on the spot.</li><li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>Everyone can improvise!</li></ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"><li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li><li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li><li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li></ol>

## Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>Improvisation is making up your own tunes on the spot.</li><li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>Everyone can improvise, and you can use one or two notes.</li></ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"><li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li><li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li><li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li></ol>

## Year 3

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>● Improvisation is making up your own tunes on the spot</li><li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>● To know that using one or two notes confidently is better than using five</li><li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li></ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"><li>● <b>Bronze Challenge:</b><ul style="list-style-type: none"><li>○ <b>Copy Back</b> – Listen and sing back</li><li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li><li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li></ul></li><li>● <b>Silver Challenge:</b><ul style="list-style-type: none"><li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li><li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li><li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li></ul></li><li>● <b>Gold Challenge:</b><ul style="list-style-type: none"><li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li><li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li><li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li></ul></li></ul>

## Year 4

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>Improvisation is making up your own tunes on the spot</li><li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>To know that using one or two notes confidently is better than using five</li><li>To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li></ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"><li><b>Bronze Challenge:</b><ul style="list-style-type: none"><li><b>Copy Back</b> – Listen and sing back melodic patterns</li><li><b>Play and improvise</b> – Using instruments, listen and play your own answer using one note.</li><li><b>Improvise!</b> – Take it in turns to improvise using one note.</li></ul></li><li><b>Silver Challenge:</b><ul style="list-style-type: none"><li><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li><li><b>Play and improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li><li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li></ul></li><li><b>Gold Challenge:</b><ul style="list-style-type: none"><li><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li><li><b>Play and improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li><li><b>Improvise!</b> – Take it in turns to improvise using three different notes.</li></ul></li></ul>

## Year 5

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>• Improvisation is making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>• To know that using one or two notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li><li>• To know three well-known improvising musicians</li></ul>	<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> <ol style="list-style-type: none"><li><b>1. Play and Copy Back</b><ul style="list-style-type: none"><li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li><li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li><li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li></ul></li><li><b>2. Play and Improvise</b> You will be using up to three notes:<ul style="list-style-type: none"><li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li><li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li><li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li></ul></li><li><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:<ul style="list-style-type: none"><li>○ <b>Bronze</b> – Improvise using one note.</li><li>○ <b>Silver</b> – Improvise using two notes.</li><li>○ <b>Gold</b> – Improvise using three notes.</li></ul></li></ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

# Year 6

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>• Improvisation is making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>• To know that using one, two or three notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li><li>• To know three well-known improvising musicians</li></ul>	<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> <ol style="list-style-type: none"><li><b>1. Play and Copy Back</b><ul style="list-style-type: none"><li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li><li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li><li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li></ul></li><li><b>2. Play and Improvise</b> You will be using up to three notes:<ul style="list-style-type: none"><li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li><li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li><li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li></ul></li><li><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:<ul style="list-style-type: none"><li>○ <b>Bronze</b> – Improvise using one note.</li><li>○ <b>Silver</b> – Improvise using two notes.</li><li>○ <b>Gold</b> – Improvise using three notes.</li></ul></li></ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

Composition

Year 1

Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>• Composing is like writing a story with music.</li><li>• Everyone can compose.</li></ul>	<ul style="list-style-type: none"><li>• Help to create a simple melody using one, two or three notes.</li><li>• Learn how the notes of the composition can be written down and changed if necessary.</li></ul>

Year 3

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li></ul>	<ul style="list-style-type: none"><li>• Help create at least one simple melody using one, three or five different 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 it 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 in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li></ul>

Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

# Year 4

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different 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 it 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 in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

# Year 5

# Year 6

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</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>

Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

Perform and Share

## Year 1

Knowledge	Skills
A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none"><li>• Choose a song they have learnt from the Scheme and perform it.</li><li>• They can add their ideas to the performance.</li><li>• Record the performance and say how they were feeling about it.</li></ul>

## Year 2

Knowledge	Skills
<ul style="list-style-type: none"><li>• A performance is sharing music with an audience.</li><li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li><li>• An audience can include your parents and friends.</li></ul>	<ul style="list-style-type: none"><li>• Choose a song they have learnt from the Scheme and perform it.</li><li>• They can add their ideas to the performance.</li><li>• Record the performance and say how they were feeling about it.</li></ul>



Music End Points: Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

## Year 3

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</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 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 what they would change and why.</li> </ul>

## Year 4

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the 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 what they would change and why.</li> </ul>

## Year 5

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>● Performing is sharing music with other people, an audience</li><li>● A performance doesn't have to be a drama! It can be to one person or to each other</li><li>● Everything that will be performed must be planned and learned</li><li>● You must sing or rap the words clearly and play with confidence</li><li>● A performance can be a special occasion and involve an audience including of people you don't know</li><li>● It is planned and different for each occasion</li><li>● A performance involves communicating ideas, thoughts and feelings about the song/music</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>

## Year 6

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Performing is sharing music with an audience with belief</li><li>• A performance doesn't have to be a drama! It can be to one person or to each other</li><li>• Everything that will be performed must be planned and learned</li><li>• You must sing or rap the words clearly and play with confidence</li><li>• A performance can be a special occasion and involve an audience including of people you don't know</li><li>• It is planned and different for each occasion</li><li>• A performance involves communicating ideas, thoughts and feelings about the song/music</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>