St. Augustine's Primary School - Whole School Music Overview

Musical Progressio n of Knowledge and Skills	Nursery	Reception	<u>Year I</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year L</u>	<u>Year 5</u>	<u>Year 6</u>
Listen and Appraise	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To know five songs off by heart. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about. Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc.)	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about. Any musical dimensions featured in the song, and where they are used (texture, dynamics,	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs_and be able to talk about: Some of the style indicators of the songs (musical	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs_and be able to talk about: O The style indicators of the songs (musical characteristics

	Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	and pitch). Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To talk about the musical dimensions working	characteristics that give_the songs their style). O The lyrics: what the songs are about. O Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). O Identify the main sections of the songs (intro, verse, chorus etc.)	that give the songs their style). O The lyrics: what the songs are about. O Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). O Identify the structure of the songs (intro, verse, chorus etc.)
	respectfully to other people's thoughts about the music.	identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them	o Identify the main sections of the songs (intro, verse, chorus	o Identify the structure of the songs (intro, verse, chorus

				Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs.	this time, musically and historically? O Know and talk about that fact that we each have a musical Identity. To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when
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					Talk about the music and how it makes you feel.	talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Games	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. There are progressive Warm-up Games and	music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse.	now how to find and emonstrate the pulse. now the difference etween pulse and hythm. now how pulse, hythm and pitch work ogether to create a ong. now that every piece f music has a ulse/steady beat. now the difference	How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music.	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse.	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse.

within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Pulse! Find the pulse.

Game 1 - Have Fun Findina the Choose an animal and find the pulse.

Game 2 -

Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhvthmic phrases based on words, with one and two syllables whilst marching to the steady beat.

Game 3 -Rhythm Copy Back, Your Turn Create rhythms

pitch, when we sing and play our instruments.

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:

Game 1 - Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.

Game 2 -Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables

whilst marching

question and an answer.

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: Find the Pulse. Rhythm Copy Back:

Bronze: Clap and say back rhythms

Silver: Create your own simple rhythm patterns

Gold: Perhaps lead the class using their simple rhythms

Pitch Copy Back Using 2 Notes

Bronze: Copy back -'Listen and sina back' (no notation)

Silver: Copy back with instruments, without then with notation

Gold: Copy back with instruments, without and then with notation

Know the difference between pulse and rhythm.

Pitch: High and low sounds that create melodies.

How to keep the internal pulse.

Musical Leadership: ideas for the group to copy

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:

Leadership:

creating musical or respond to.

> Bronze Challenge: Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated

> > rhythm

Musical creating musical ideas for the group to copy respond to.

Using the Warm up Games tracks provided. complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

Bronze Challenae: o Find the pulse. o Find the pulse.

notes:

Musical

Leadership:

ideas for the

group to copy

Using the Warm

up Games tracks

respond to.

provided,

and Gold

Challenaes.

Children will

complete the

relation to the

following in

main song,

using three

complete the

Bronze, Silver

creating musical

Copy back rhythms based on the words of the main song, that include svncopation/off beat. Copy back one-note riffs using simple and syncopated

rhvthm

	for others to copy. Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat. Game 4a - Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	to the steady beat. Game 3 — Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 — Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat. Game 4a — Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	Pitch Copy Back and Vocal Warm-ups	Rhythm Copy Back: Bronze: Clap and say back rhythms. Silver: Create your own simple rhythm patterns. Gold: Perhaps lead the class using their simple rhythms. Pitch Copy Back Using 2 Notes Bronze: Copy back — 'Listen and sing back' (no notation). Silver: Copy back with instruments, without then with notation. Gold: Copy back with instruments, without and then with notation.	Silver Challenge: O Find the pulse. O Lead the class by inventing rhythms for others to copy back. O Copy back two-note riffs by ear and with notation. O Question and answer using two different notes. Gold Challenge: O Find the pulse. O Lead the class by inventing rhythms for them to copy back. O Copy back three-note riffs by ear and with notation. O Question and answer using three different notes.	Silver Challenge: O Find the pulse. O Lead the class by inventing rhythms for others to copy back. O Copy back two-note riffs by ear and with notation. O Question and answer using two different notes. Gold Challenge: O Find the pulse. O Lead the class by inventing rhythms for them to copy back. O Copy back three-note riffs by ear and with notation. O Question and answer using three different notes.
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Singing To sing or	To sing or To co	confidently To confidently	Singing in a group can	Pitch Copy Back and Vocal Warm-ups.	To know and	To know and
rap nursery rhymes and simple songs from memory. Songs have sections. To sing along with a pre- recorded song and add action. To sing along with the backin track.	rhymes and simple songs from memory. Songs have sections. To sing along with a pre-recorded song and add actions. Learn can in the solution of solution in the solution in	know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their	To know why you must warm up your voice. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.	able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer	confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features. Singing in unison, the solo, lead vocal, backing vocals or Rapping. To know what the song is about and the meaning of the lyrics. To know and explain the	confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: o Its main features. o Singing in unison, the solo, lead vocal, backing vocals or Rapping.

		voices – you can	To enjoy exploring	makes a thinner	importance of	○ To know what
		rap (spoken word	singing solo.	texture than a	warming up	the song is
		with rhythm).	Singing Solo.	large group.	your voice.	about and the
		with mythin.	To sing with average	To know why	,	meaning of the
			To sing with awareness	-	To sing in unison	lyrics.
		Learn to find a	of being 'in tune'.	you must warm	and to sing	
		comfortable		up your voice.	backing vocals.	○ To know and
	:	singing position.	To have an awareness			explain the
			of the pulse internally	To sing in unison	To enjoy	importance of
		Learn to start	when singing.	and in simple	exploring	warming up
		and stop singing		two-parts.	singing solo.	your voice.
		when following a				
		leader.		To demonstrate	To listen to the	To sing in
				a good singing	group when	unison and to
				posture.	singing.	sing backing
					To demonstrate	vocals.
				To follow a	a good singing	To demonstrate
				leader when	posture.	a good singing
				singing.	postare.	posture.
					To follow a	postarei
				To enjoy	leader when	To follow a
				exploring	singing.	leader when
				singing solo.	3 3	singing.
				omgmig contr		
				To sing with	To experience	To experience
				_	rapping and	rapping and
				awareness of	solo singing.	solo singing.
				being 'in tune'.		
					To listen to each	To listen to
				To rejoin the	other and be	each other and
				song if lost.	aware of how	be aware of
					you fit into the	how you fit into
				To listen to the	group.	the group.
				group when		
				singing.	To sing with	To sing with
					awareness of	awareness of
					being 'in tune'.	being 'in tune'.

Dlavina	Learn the	Learn the names	To know and be able to	To know and be	To know and be	To know and be
Playing	names of the	of the notes in	talk about:	able to talk	able to talk	able to talk
			The instruments used	about:	about:	about:
	notes in their	their	in class (a glockenspiel,	about.	unout.	
	instrumental	instrumental	a recorder).	The	Different ways	Different ways
	part from	part from		instruments	of writing music	of writing music
	memory or	memory or when	To treat instruments	used in class (a	down – e.g.	down – e.g.
	when written	written down.		glockenspiel,	staff notation,	staff notation,
	down.		carefully and with	recorder or	symbols.	symbols.
		Know the names	respect.	xylophone).		
	Learn the	of untuned		Aylophone,.	The notes C, D,	The notes C, D,
	names of the	percussion	Play any one, or all of	Othor	E, F, G, A, B + C	E, F, G, A, B + C
	instruments	instruments	four, differentiated	Other	on the treble	on the treble
	they are	played in class.	parts on a tuned	instruments	stave.	stave.
	playing.	Treat instruments	instrument – a one-	they might play		
	. , ,	carefully and	note, simple or medium	or be played in	The	The
	Treat	with respect.	part or the melody of	a band or	instruments	instruments
		111011110000000	the song) from memory	orchestra or by	they might play	they might play
	instruments	Learn to play a	or using notation.	their friends.	or be played in a band or	or be played in a band or
	carefully and	tuned			orchestra or	orchestra or
	with respect.		To rehearse and	To treat	by their friends.	by their friends.
		instrumental part	perform their part	instruments	by their menusi	by their menusi
	Play a tuned	that matches	within the context of	carefully and	Play a musical	Play a musical
	instrumental	their musical	the Unit song.	with respect.	instrument with	instrument with
	part with the	challenge, using	, , , , , , ,	•	the correct	the correct
	song they	one of the	To listen to and follow	Play any one, or	technique within	technique within
	perform.	differentiated	musical instructions	all of four,	the context	the context
		parts (a one-	from a leader.	differentiated	of the Unit song.	of the Unit song.
	Learn to play a	note, simple or	J. 1 & 100.0011			J .
	instrumental	medium part).		parts on a tuned	Select and learn	Select and learn
	part that			instrument – a	an instrumental	an instrumental
	matches their	Play the part in		one-note, simple	part that	part that
	musical	time with the		or medium part	matches their	matches their
	challenge, using			or the melody of	musical	musical
	one of the			the song) from	challenge, using one of the	challenge, using
	differentiated	Listen to and		memory or	differentiated	one of the
	anjjerentiateu	follow musical		using notation.	anjjerentiatea	differentiated
L		Jonett Masical				

		parts (a one-	instructions from			parts – a one-	parts – a one-
		note part, a	a leader.		To rehearse and	note, simple or	note, simple or
		simple part,			perform their	medium part or	medium part or
		medium part).			part within the	the melody of	the melody of
		, ,			context of the	the song from	the song from
		Listen to and			Unit song.	memory or	memory or
		follow musical				using	using
		instructions			To liston to an d	notation.	notation.
		from a leader.			To listen to and		
		jrom a leader.			follow musical	To rehearse and	To rehearse and
					instructions	perform their	perform their
					from a leader	part within the	part within the
						context of the	context of the
					To experience	Unit song.	Unit song.
					leading the		
					playing by	To listen to and	To listen to and
					making sure	follow musical	follow musical
					everyone plays	instructions	instructions
					in the playing	from a leader.	from a leader.
					section of the		
					song.	To lead a	To lead a
						rehearsal	rehearsal
						session.	session.
Improvisation		Improvisation	Improvisation is	To know and be able to	To know and be	To know and be	To know and be
•		is about	about making up	talk about	able to talk	able to talk	able to talk
		making up your	your own tunes	improvisation:	about	about	about
		own tunes on	on the spot.		improvisation:	improvisation:	improvisation:
		the spot.		Improvisation is about			
		opoti	When company	making up your own	Improvisation is	Improvisation is	Improvisation is
		14/h	When someone	- · ·	about making	about making	about making
		When someone	improvises, they	tunes on the spot.			•
		improvises,	make up their		up your own	up your own	up your own
		they make up	own tune that	When someone	tunes on the	tunes on the	tunes on the
		their own tune	has never been	improvises, they make	spot.	spot.	spot.
		that has never	heard before. It	up their own tune that			
		been heard	is not written	has never been heard	When someone	When someone	When someone
		before. It is not	down and	before. It is not written	improvises,	improvises,	improvises,
		written down	belongs to them.	down and belongs to	they make up	they make up	they make up
				them.	•		•

t E	them. Everyone can improvise!	Everyone can improvise, and you can use one or two notes.	To know that using one or two notes confidently is better than using five.	their own tune that has never been heard before. It is not written down	their own tune that has never been heard before. It is not written down	their own tune that has never been heard before. It is not written down
i. t ! t	Use the improvisation tracks provided. Improvise using	Use the improvisation tracks provided. Improvise using the three challenges:	To know that if you improvise using the notes you are given, you cannot make a mistake.	and belongs to them. To know that using one or two notes confidently is	and belongs to them. To know that using one or two notes confidently is	and belongs to them. To know that using one or two notes confidently is
I L L L L C C C	Clap and Improvise — Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise — Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and	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:	better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.	better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.	better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.
	Sing, Play and Improvise — Use voices and instruments, listen and sing back, then listen and play your own answer using one or two	Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Bronze Challenge: Copy Back — Listen and sing back. Play and Improvise — Using instruments, listen and play your own answer using one note. Improvise! — Take it in turns to improvise using	To know that you can use some of the riffs you have heard in the Challenges in your improvisations.	To know that you can use some of the riffs you have heard in the Challenges in your improvisations.	To know that you can use some of the riffs you have heard in the Challenges in your improvisations.
	Improvise!	- Take it in turns to improvise using one or two notes.	one note. Silver Challenge:	Improvise using instruments in the context of the song they	To know three well-known improvising musicians.	To know three well-known improvising musicians.

turns to	Sing, Play and			
improvise using	Back – Listen		Improvise using	Improvise using
one or two	back using ins	truments, the	instruments in	instruments in
notes.	using two diff	<mark>erent</mark> improvisation	the context of	the context of
	notes.	tracks provided,	the song they	the song they
		children will	are learning to	are learning to
	Play and Imp	rovise – complete the	perform. Using	perform. Using
	Using your ins	truments, Bronze, Silver or	the	the
	listen and play		improvisation	improvisation
	own answer u	sing one Challenges:	tracks provided,	tracks provided,
	or two notes.		children will	children will
	Improvise! – :	Take it in	complete the	complete the
	turns to impro	vice using	Bronze, Silver or	•
	one or two no	tes Challenge:	Gold	Bronze, Silver or
	Gold Challeng	Copy Back –	Challenges:	Gold
		Listen and sing	e.i.diii e.i.g	Challenges:
	Sing, Play and	Duck.	1. Play and	
	Back – Listen	Dlaus and	Copy Back	1. Play and
	back using ins	Image variage	○ Bronze – Copy	Copy Back
	two different	using	back using	○ Bronze – Copy
	Play and Imp	rovise – instruments,	instruments.	back using
	Using your ins	truments, listen and play		instruments.
	listen and play	your own	Use one note.	Use one note.
	own answer u	sing two answer using	○ Silver — Copy	○ Silver – Copy
	different note	one note.	back using	back using
	Improvise! – :	Take it in	instruments.	instruments.
	turns to impro	IIIIDIOVISE! —	Use the two	Use the two
	three differen	t notes	notes.	notes.
		to improvise	○ Gold – Copy	 Gold − Copy
		using one note.	back using	back using
		Cil	instruments.	instruments.
		Silver	Use the three	Use the three
		Challenge:	notes.	notes.
		Sing, Play and	2. Play and	2. Play and
		Copy Back –	Improvise You	Improvise You
		Listen and copy	will be using up	will be using up
		back using	to three notes:	to three notes:
		instruments,		to three hotes.

		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. Gold Challenge: Sing, Play and Copy Back — Listen and copy back using instruments, two different notes. Play and Improvise — Using your	O Bronze — Question and Answer using instruments. Use one note in your answer. O Silver — Question and Answer using instruments. Use two notes in your answer. Always start on a G. O Gold — Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three	O Bronze — Question and Answer using instruments. Use one note in your answer. O Silver — Question and Answer using instruments. Use two notes in your answer. Always start on a G. O Gold — Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes
		notes. Play and	Improvisation! You will be using	Improvisation! You will be using up to three

			using three	○ Silver –	○ Gold –
			different notes.	Improvise using	Improvise using
			and the contraction	two notes.	three notes.
				○ Gold —	timee motes.
				Improvise using	Classroom Jazz
					2 – Improvise
				three notes.	with a feeling
				Classroom Jazz	for the style of
					•
				2 – Improvise	Bossa Nova and
				with a feeling	Swing using the
				for the style of	notes D, E, G, A
				Bossa Nova and	+ B (pentatonic
				Swing using the	scale/a five-note
				notes D, E, G, A	pattern).
				+ B (pentatonic	
				scale/a five-note	
				pattern).	

Canan = =:+: = :=	To know that	To know that	Composing is	Composing is like	To know and be able to	To know and be	To know and be	To know and be
Composition			Composing is	Composing is like	talk about:	able to talk	able to talk	able to talk
	we can move	we can move	like writing a	writing a story with music.	taik about.	about:	about:	about:
	with the pulse of the music.	with the pulse of the music.	story with	with music.	A composition: music			
	To know that	To know that	music.	.	that is created by you	A composition:	A composition:	A composition:
			_	Everyone can	and kept in some way.	music that is	music that is	music that is
	the words of	the words of	Everyone can	compose.	It's like writing a story.	created by you	created by you	created by you
	songs can tell	songs can tell	compose.		It can be played or	and kept in	and kept in	and kept in
	stories and	stories and		Help to create a	performed again to	some way. It's	some way. It's	some way. It's
	paint pictures.	paint pictures.		simple melody	your friends.	like writing a	like writing a	like writing a
			Help to create a	using one, two or		story. It can be	story. It can be	story. It can be
	There are	There are	simple melody	three notes.	Different ways of	played or	played or	played or
	progressive	progressive	using one, two		recording compositions	performed	performed	performed
	Music	Music	or three notes.	Learn how the	(letter names, symbols,	again to your	again to your	again to your
	Activities	Activities		notes of the	audio etc.)	friends.	friends.	friends.
	within	within	Learn how the	composition can		5166		
	each unit	each unit	notes of the	be written down	Help create at least one	Different ways	A composition	A composition
	that	that	composition	and changed if	simple melody using	of recording	has pulse,	has pulse,
	embed	embed	can be written	necessary.	one, three or five	compositions (letter names,	rhythm and	rhythm and
	pulse,	pulse,	down and		different notes.	symbols, audio	pitch that work	pitch that work
	rhythm	rhythm	changed if			etc.)	together and	together and
	and pitch.	and pitch.	necessary.		Plan and create a	etc.,	are shaped by	are shaped by
					section of music that	Hala avanta et	tempo,	tempo,
	Children	Children			can be performed	Help create at	dynamics, texture and	dynamics, texture and
	listen to	listen to			within the context of	least one simple	structure.	structure.
	and work	and work			•	melody using	structure.	structure.
	with the	with the			the unit song.	one, three or	Notation:	Notation:
	Games	Games			- "	five different	recognise the	recognise the
	Track to	Track to			Talk about how it was	notes.	connection	connection
	complete	complete			created.		between sound	between sound
	the	the				Plan and create	and symbol.	and symbol.
	following	following			Listen to and reflect	a section of		
	in relation	in relation			upon the developing	music that can	Create simple	Create simple
	to the	to the			composition and make	be performed	melodies using	melodies using
	main song:	main song:			musical decisions about	within the	up to five	up to five
					pulse, rhythm, pitch,		different notes	different notes
					dynamics and tempo.		and simple	and simple
					,			

Activity A Games Track: Find the pulse by copying a character in a nusrery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phroses from the song/s. Activity C High and tow: Explore high and low-pitched sounds on a glockenspiel. Activity C Preate Your Own Sound: Activity D Create Your Own Sound: Activity C High Activity C High Activity C High Activity C High Activity							
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	Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.	Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.						
	Extension Activity: Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical	Extension Activity: Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical						
Performance	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding	A performance is sharing music with other people, called an audience. Choose a song they have learnt from the Scheme and perform it.	A performance is sharing music with other people, called an audience. A performance can be a special occasion and involve a class, a year group or a whole school.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to	To know and be able to talk about: Performing is sharing music with an audience with belief. Performing is sharing music with other

a simple	a simple	They can add		You need to know and	be a drama! It	be a drama! It	people, an
instrumental	instrumental	their ideas to	An audience can	have planned	can be to one	can be to one	audience.
part.	part.	the	include your	everything that will be	person or to	person or to	
,		performance.	parents and	performed.	each other.	each other.	A performance
Record the	Record the		friends.	P			doesn't have to
performance t	The state of the s	Record the		You must sing or rap	You need to	Everything that	be a drama! It
talk about.	talk about.	performance	Choose a song	the words clearly and	know and have	will be	can be to one
		and say how	they have learnt	play with confidence.	planned	performed	person or to
		they were	from the Scheme	, ,	everything that	must be	each other.
		feeling about it.	and perform it.	A performance can be	will be	planned and	
				a special occasion and	performed.	learned.	Everything that
			They can add	involve an audience	periorinea.		will be
			their ideas to the	including of people you	V	You must sing	performed
			performance.	don't know.	You must sing	or rap the	must be
					or rap the words clearly	words clearly and play with	planned and
			Record the	It is planned and	and play with	confidence.	learned.
			performance and	different for each	confidence.	communication	
			say how they were feeling	occasion.	confidence.	A performance	You must sing
			about it.	Geasioni	A performance	can be a special	or rap the
				It involves	can be a special	occasion and	words clearly and play with
				communicating	occasion and	involve an	confidence.
				feelings, thoughts and	involve an	audience	connuciac.
				ideas about the		including of	A performance
				song/music.	audience	people, you don't know.	can be a special
					including of	doll t kilow.	occasion and
				To choose what to	people you	It is planned	involve an
				perform and create a	don't know.	and different	audience
				programme.	11.1	for each	including of
					It is planned	occasion.	people, you don't know.
				To communicate the	and different		don t know.
				meaning of the words	for each	A performance	It is planned
				and clearly articulate	occasion.	involves	and different
				them.	11.1	communicating ideas, thoughts	for each
					It involves communicating	and feelings	occasion.
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