

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

| <u>Musical Progression of Knowledge and Skills</u> | <u>Nursery</u>   | <u>Reception</u>   | <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u>   | <u>Year 4</u>  | <u>Year 5</u>  | <u>Year 6</u>  |
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| Listen and Appraise                                | <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p><i>To learn that music can touch your feelings.</i></p> <p><i>To enjoy moving to music by dancing, marching, being animals or Pop stars.</i></p> | <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p><i>To learn that music can touch your feelings.</i></p> <p><i>To enjoy moving to music by dancing, marching, being animals or Pop stars.</i></p> | <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p><i>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</i></p> | <p>To know five songs off by heart.</p> <p>To know some songs, have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p><i>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</i></p> <p><i>To learn how songs can tell a story or describe an idea.</i></p> | <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> | <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics,</p> | <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs_and be able to talk about:</p> <p>○ Some of the style indicators of the songs (musical</p> | <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs_and be able to talk about:</p> <p>○ The style indicators of the songs (musical characteristics</p> |

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|  |  |  |  |  | <p><b>Name some of the instruments they heard in the song.</b></p> <p><i>To confidently identify and move to the pulse.</i></p> <p><i>To think about what the words of a song mean.</i></p> <p><i>To take it in turn to discuss how the song makes them feel.</i></p> <p><i>Listen carefully and respectfully to other people's thoughts about the music.</i></p> | <p><b>tempo, rhythm and pitch).</b></p> <p><b>Identify the main sections of the song (introduction, verse, chorus etc.)</b></p> <p><b>Name some of the instruments they heard in the song.</b></p> <p><i>To confidently identify and move to the pulse.</i></p> <p><i>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</i></p> <p><i>Talk about the music and how it makes them feel.</i></p> | <p><b>characteristics that give the songs their style).</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>The historical context of the songs. What else was going on at this time?</b></p> | <p><b>that give the songs their style).</b></p> <ul style="list-style-type: none"> <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</li> </ul> |
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|  |  |  |  |  |  | <p><i>Listen carefully and respectfully to other people's thoughts about the music.</i></p> <p><i>When you talk try to use musical words.</i></p> | <p><i>To identify and move to the pulse with ease.</i></p> <p><i>To think about the message of songs.</i></p> <p><i>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</i></p> <p><i>Listen carefully and respectfully to other people's thoughts about the music.</i></p> <p><i>When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs.</i></p> | <p><b>this time, musically and historically?</b></p> <p>○ <b>Know and talk about that fact that we each have a musical Identity.</b></p> <p><i>To identify and move to the pulse with ease.</i></p> <p><i>To think about the message of songs.</i></p> <p><i>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</i></p> <p><i>Listen carefully and respectfully to other people's thoughts about the music.</i></p> <p><i>Use musical words when</i></p> |
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|       |  |  |  |  |   |   | <p><i>Talk about the music and how it makes you feel.</i></p> <p><i>talking about the songs.</i></p> <p><i>To talk about the musical dimensions working together in the Unit songs.</i></p> <p><i>Talk about the music and how it makes you feel, using musical language to describe the music.</i></p> |   |
| Games |  |  | <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p><i>There are progressive Warm-up Games and Challenges</i></p> | <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds,</p> | <p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical</p> | <p>Know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together.</p> <p>Pulse: Finding the pulse – the heartbeat of the music.</p> <p>Rhythm: the long and short patterns over the pulse.</p> | <p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>How to keep the internal pulse.</p>   | <p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>How to keep the internal pulse.</p> |

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|  |  |  | <p>within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p><b>Game 1 – Have Fun Finding the Pulse!</b><br/>Find the pulse. Choose an animal and find the pulse.</p> <p><b>Game 2 – Rhythm Copy Back</b><br/>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p><b>Game 3 – Rhythm Copy Back, Your Turn</b><br/>Create rhythms</p> | <p><b>pitch, when we sing and play our instruments.</b></p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p><b>Game 1 – Have Fun Finding the Pulse!</b><br/>Find the pulse. Choose an animal and find the pulse.</p> <p><b>Game 2 – Rhythm Copy Back</b><br/>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching</p> | <p><b>question and an answer.</b></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:<br/><b>Find the Pulse.</b></p> <p><b>Rhythm Copy Back:</b></p> <p><b>Bronze:</b> Clap and say back rhythms</p> <p><b>Silver:</b> Create your own simple rhythm patterns</p> <p><b>Gold:</b> Perhaps lead the class using their simple rhythms</p> <p><b>Pitch Copy Back Using 2 Notes</b></p> <p><b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</p> <p><b>Silver:</b> Copy back with instruments, without then with notation</p> <p><b>Gold:</b> Copy back with instruments, without and then with notation</p> | <p><b>Know the difference between pulse and rhythm.</b></p> <p><b>Pitch: High and low sounds that create melodies.</b></p> <p><b>How to keep the internal pulse.</b></p> <p><b>Musical Leadership: creating musical ideas for the group to copy or respond to.</b></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> | <p><b>Musical Leadership: creating musical ideas for the group to copy or respond to.</b></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p><b>Bronze Challenge:</b></p> <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</li> </ul> | <p><b>Musical Leadership: creating musical ideas for the group to copy or respond to.</b></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p><b>Bronze Challenge:</b></p> <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</li> </ul> |
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|  |  |  | <p>for others to copy.</p> <p><b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b><br/>Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat.</p> <p><b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b><br/>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p> | <p>to the steady beat.</p> <p><b>Game 3 – Rhythm Copy Back, Your Turn</b><br/>Create rhythms for others to copy.</p> <p><b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b><br/>Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat.</p> <p><b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b><br/>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p> | <p><b>Pitch Copy Back and Vocal Warm-ups</b></p> | <p><b>Find the Pulse</b></p> <p><b>Rhythm Copy Back:</b><br/><b>Bronze:</b> Clap and say back rhythms.<br/><b>Silver:</b> Create your own simple rhythm patterns.<br/><b>Gold:</b> Perhaps lead the class using their simple rhythms.</p> <p><b>Pitch Copy Back Using 2 Notes</b><br/><b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation).<br/><b>Silver:</b> Copy back with instruments, without then with notation.<br/><b>Gold:</b> Copy back with instruments, without and then with notation.</p> | <p>Patterns.</p> <p><b>Silver Challenge:</b></p> <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> <p><b>Gold Challenge:</b></p> <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> | <p>Patterns.</p> <p><b>Silver Challenge:</b></p> <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> <p><b>Gold Challenge:</b></p> <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> |
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|         |   |   |  |   |  | <b>Pitch Copy Back and Vocal Warm-ups.</b>   |  |  |
| Singing | <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p><b>Songs have sections.</b></p> <p><i>To sing along with a pre-recorded song and add actions.</i></p> <p><i>To sing along with the backing track.</i></p> | <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p><b>Songs have sections.</b></p> <p><i>To sing along with a pre-recorded song and add actions.</i></p> <p><i>To sing along with the backing track.</i></p> | <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p><i>Learn about voices, singing notes of different pitches (high and low).</i></p> <p><i>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</i></p> <p><i>Learn to start and stop singing when following a leader.</i></p> | <p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p><b>Songs include other ways of using the voice e.g. rapping (spoken word).</b></p> <p><b>To know why we need to warm up our voices.</b></p> <p><i>Learn about voices singing notes of different pitches (high and low).</i></p> <p><i>Learn that they can make different types of sounds with their</i></p> | <p>Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow.</p> <p>Songs can make you feel different things e.g. happy, energetic or sad.</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p><b>To know why you must warm up your voice.</b></p> <p><i>To sing in unison and in simple two-parts.</i></p> <p><i>To demonstrate a good singing posture.</i></p> <p><i>To follow a leader when singing.</i></p> | <p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir.</p> <p>Leader or conductor: A person who the choir or group follow.</p> <p>Songs can make you feel different things e.g. happy, energetic or sad.</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p><b>Texture: How a solo singer</b></p> | <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <p>Its main features.</p> <p>Singing in unison, the solo, lead vocal, backing vocals or Rapping.</p> <p>To know what the song is about and the meaning of the lyrics.</p> <p>To know and explain the</p> | <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features.</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or Rapping.</li> </ul> |

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|  |  |  |  | <p><i>voices – you can rap (spoken word with rhythm).</i></p> <p><i>Learn to find a comfortable singing position.</i></p> <p><i>Learn to start and stop singing when following a leader.</i></p> | <p><i>To enjoy exploring singing solo.</i></p> <p><i>To sing with awareness of being ‘in tune’.</i></p> <p><i>To have an awareness of the pulse internally when singing.</i></p> | <p><b>makes a thinner texture than a large group.</b></p> <p><b>To know why you must warm up your voice.</b></p> <p><i>To sing in unison and in simple two-parts.</i></p> <p><i>To demonstrate a good singing posture.</i></p> <p><i>To follow a leader when singing.</i></p> <p><i>To enjoy exploring singing solo.</i></p> <p><i>To sing with awareness of being ‘in tune’.</i></p> <p><i>To rejoin the song if lost.</i></p> <p><i>To listen to the group when singing.</i></p> | <p><b>importance of warming up your voice.</b></p> <p><i>To sing in unison and to sing backing vocals.</i></p> <p><i>To enjoy exploring singing solo.</i></p> <p><i>To listen to the group when singing.</i></p> <p><i>To demonstrate a good singing posture.</i></p> <p><i>To follow a leader when singing.</i></p> <p><i>To experience rapping and solo singing.</i></p> <p><i>To listen to each other and be aware of how you fit into the group.</i></p> <p><i>To sing with awareness of being ‘in tune’.</i></p> | <p>○ <b>To know what the song is about and the meaning of the lyrics.</b></p> <p>○ <b>To know and explain the importance of warming up your voice.</b></p> <p><i>To sing in unison and to sing backing vocals.</i></p> <p><i>To demonstrate a good singing posture.</i></p> <p><i>To follow a leader when singing.</i></p> <p><i>To experience rapping and solo singing.</i></p> <p><i>To listen to each other and be aware of how you fit into the group.</i></p> <p><i>To sing with awareness of being ‘in tune’.</i></p> |
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Playing

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|  |  |  | <p><b>Learn the names of the notes in their instrumental part from memory or when written down.</b></p> <p><b>Learn the names of the instruments they are playing.</b></p> <p><i>Treat instruments carefully and with respect.</i></p> <p><i>Play a tuned instrumental part with the song they perform.</i></p> <p><i>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated</i></p> | <p><b>Learn the names of the notes in their instrumental part from memory or when written down.</b></p> <p><b>Know the names of untuned percussion instruments played in class.</b></p> <p><i>Treat instruments carefully and with respect.</i></p> <p><i>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).</i></p> <p><i>Play the part in time with the steady pulse.</i></p> <p><i>Listen to and follow musical</i></p> | <p><b>To know and be able to talk about:<br/>The instruments used in class (a glockenspiel, a recorder).</b></p> <p><i>To treat instruments carefully and with respect.</i></p> <p><i>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.</i></p> <p><i>To rehearse and perform their part within the context of the Unit song.</i></p> <p><i>To listen to and follow musical instructions from a leader.</i></p> | <p><b>To know and be able to talk about:</b></p> <p><b>The instruments used in class (a glockenspiel, recorder or xylophone).</b></p> <p><b>Other instruments they might play or be played in a band or orchestra or by their friends.</b></p> <p><i>To treat instruments carefully and with respect.</i></p> <p><i>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.</i></p> | <p><b>To know and be able to talk about:</b></p> <p><b>Different ways of writing music down – e.g. staff notation, symbols.</b></p> <p><b>The notes C, D, E, F, G, A, B + C on the treble stave.</b></p> <p><b>The instruments they might play or be played in a band or orchestra or by their friends.</b></p> <p><i>Play a musical instrument with the correct technique within the context of the Unit song.</i></p> <p><i>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated</i></p> | <p><b>To know and be able to talk about:</b></p> <p><b>Different ways of writing music down – e.g. staff notation, symbols.</b></p> <p><b>The notes C, D, E, F, G, A, B + C on the treble stave.</b></p> <p><b>The instruments they might play or be played in a band or orchestra or by their friends.</b></p> <p><i>Play a musical instrument with the correct technique within the context of the Unit song.</i></p> <p><i>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated</i></p> |
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|               |  |  | <p><i>parts (a one-note part, a simple part, medium part).</i></p> <p><i>Listen to and follow musical instructions from a leader.</i></p>  | <p><i>instructions from a leader.</i></p>   |  | <p><i>To rehearse and perform their part within the context of the Unit song.</i></p> <p><i>To listen to and follow musical instructions from a leader</i></p> <p><i>To experience leading the playing by making sure everyone plays in the playing section of the song.</i></p> | <p><i>parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</i></p> <p><i>To rehearse and perform their part within the context of the Unit song.</i></p> <p><i>To listen to and follow musical instructions from a leader.</i></p> <p><i>To lead a rehearsal session.</i></p> | <p><i>parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</i></p> <p><i>To rehearse and perform their part within the context of the Unit song.</i></p> <p><i>To listen to and follow musical instructions from a leader.</i></p> <p><i>To lead a rehearsal session.</i></p> |
| Improvisation |  |  | <p><b>Improvisation is about making up your own tunes on the spot.</b></p> <p><b>When someone improvises, they make up their own tune that has never been heard before. It is not written down</b></p> | <p><b>Improvisation is about making up your own tunes on the spot.</b></p> <p><b>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</b></p> | <p><b>To know and be able to talk about improvisation:</b></p> <p><b>Improvisation is about making up your own tunes on the spot.</b></p> <p><b>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</b></p> | <p><b>To know and be able to talk about improvisation:</b></p> <p><b>Improvisation is about making up your own tunes on the spot.</b></p> <p><b>When someone improvises, they make up</b></p>  | <p><b>To know and be able to talk about improvisation:</b></p> <p><b>Improvisation is about making up your own tunes on the spot.</b></p> <p><b>When someone improvises, they make up</b></p>   | <p><b>To know and be able to talk about improvisation:</b></p> <p><b>Improvisation is about making up your own tunes on the spot.</b></p> <p><b>When someone improvises, they make up</b></p>   |

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|  |  |  | <p>and belongs to them.</p> <p><b>Everyone can improvise!</b></p> <p><i>Use the improvisation tracks provided. Improvise using the three challenges:</i></p> <p><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p><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.</p> <p><b>Improvise!</b> – Take it in</p> | <p><b>Everyone can improvise, and you can use one or two notes.</b></p> <p><i>Use the improvisation tracks provided. Improvise using the three challenges:</i></p> <p><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p><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.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p> | <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p><i>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:</i></p> <p><b>Bronze Challenge:</b><br/><b>Copy Back</b> – Listen and sing back.</p> <p><b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one note.</p> <p><b>Silver Challenge:</b></p> | <p>their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p><i>Improvise using instruments in the context of the song they</i></p> | <p>their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians.</p> | <p>their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians.</p> |
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|  |  |  | <p>turns to improvise using one or two notes.</p> |  | <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</p> <p><b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p> <p><b>Gold Challenge:</b></p> <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</p> <p><b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise using three different notes.</p> | <p>are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p><b>Bronze Challenge:</b></p> <p><b>Copy Back</b> – Listen and sing back.</p> <p><b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one note.</p> <p><b>Silver Challenge:</b></p> <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments,</p> | <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> <p><b>1. Play and Copy Back</b></p> <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> <p><b>2. Play and Improvise</b> You will be using up to three notes:</p> | <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> <p><b>1. Play and Copy Back</b></p> <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> <p><b>2. Play and Improvise</b> You will be using up to three notes:</p> |
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|  |  |  |  |  |  | <p>using two different notes.</p> <p><b>Play and Improve</b> – Using your instruments, listen and play your own answer using one or two notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p> <p><b>Gold Challenge:</b></p> <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</p> <p><b>Play and Improve</b> – Using your instruments, listen and play your own answer using two different notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise</p> | <p>o <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</p> <p>o <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>o <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3.</p> <p><b>Improvise!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>o <b>Bronze</b> – Improvise using one note.</p> <p>o <b>Silver</b> – Improvise using one note.</p> | <p>o <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</p> <p>o <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>o <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3.</p> <p><b>Improvise!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>o <b>Bronze</b> – Improvise using one note.</p> <p>o <b>Silver</b> – Improvise using two notes.</p> |
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|  |  |  |  |  |  | <p>using three different notes.</p> | <p>○ <b>Silver</b> –<br/>Improvise using two notes.</p> <p>○ <b>Gold</b> –<br/>Improvise using three notes.</p> <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> | <p>○ <b>Gold</b> –<br/>Improvise using three notes.</p> <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> |
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# Composition

To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.

*There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.*

*Children listen to and work with the Games Track to complete the following in relation to the main song:*

To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.

*There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.*

*Children listen to and work with the Games Track to complete the following in relation to the main song:*

Composing is like writing a story with music.

Everyone can compose.

*Help to create a simple melody using one, two or three notes.*

*Learn how the notes of the composition can be written down and changed if necessary.*

Composing is like writing a story with music.

Everyone can compose.

*Help to create a simple melody using one, two or three notes.*

*Learn how the notes of the composition can be written down and changed if necessary.*

To know and be able to talk about:

**A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.**

**Different ways of recording compositions (letter names, symbols, audio etc.)**

*Help create at least one simple melody using one, three or five different notes.*

*Plan and create a section of music that can be performed within the context of the unit song.*

*Talk about how it was created.*

*Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.*

To know and be able to talk about:

**A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.**

**Different ways of recording compositions (letter names, symbols, audio etc.)**

*Help create at least one simple melody using one, three or five different notes.*

*Plan and create a section of music that can be performed within the*

To know and be able to talk about:

**A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.**

**A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.**

**Notation: recognise the connection between sound and symbol.**

*Create simple melodies using up to five different notes and simple*

To know and be able to talk about:

**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.**

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*Create simple melodies using up to five different notes and simple*

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|  | <p><i>Activity A Games Track: Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</i></p> <p><i>Activity B Copycat Rhythm: Copy basic rhythm patterns of single words, building to short phrases from the song/s.</i></p> <p><i>Activity C High and Low: Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</i></p> <p><i>Activity D Create Your Own Sound:</i></p> | <p><i>Activity A Games Track: Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</i></p> <p><i>Activity B Copycat Rhythm: Copy basic rhythm patterns of single words, building to short phrases from the song/s.</i></p> <p><i>Activity C High and Low: Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</i></p> <p><i>Activity D Create Your Own Sound:</i></p> |  |  | <p><i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p> | <p><i>context of the unit song.</i></p> <p><i>Talk about how it was created.</i></p> <p><i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</i></p> <p><i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p> | <p><i>rhythms that work musically with the style of the Unit song.</i></p> <p><i>Explain the keynote or home note and the structure of the melody.</i></p> <p><i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</i></p> <p><i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p> | <p><i>rhythms that work musically with the style of the Unit song.</i></p> <p><i>Explain the keynote or home note and the structure of the melody.</i></p> <p><i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</i></p> <p><i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p> |
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|             | <p><i>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.</i></p> <p><i>Extension Activity: Adding a 2-note melody to the rhythm of the words.</i></p> <p><i>Playing with two pitched notes to invent musical patterns.</i></p> | <p><i>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.</i></p> <p><i>Extension Activity: Adding a 2-note melody to the rhythm of the words.</i></p> <p><i>Playing with two pitched notes to invent musical patterns.</i></p> |  |  |  |  |  |   |
| Performance | <p><b>A performance is sharing music.</b></p> <p><i>Perform any of the nursery rhymes by singing and adding actions or dance.</i></p> <p><i>Perform any nursery rhymes or songs adding</i></p>  | <p><b>A performance is sharing music.</b></p> <p><i>Perform any of the nursery rhymes by singing and adding actions or dance.</i></p> <p><i>Perform any nursery rhymes or songs adding</i></p>  | <p><b>A performance is sharing music with other people, called an audience.</b></p> <p><i>Choose a song they have learnt from the Scheme and perform it.</i></p> | <p><b>A performance is sharing music with other people, called an audience.</b></p> <p><b>A performance can be a special occasion and involve a class, a year group or a whole school.</b></p> | <p><b>To know and be able to talk about:</b></p> <p><b>Performing is sharing music with other people, an audience.</b></p> <p><b>A performance doesn't have to be a drama! It can be to one person or to each other.</b></p> | <p><b>To know and be able to talk about:</b></p> <p><b>Performing is sharing music with other people, an audience.</b></p> <p><b>A performance doesn't have to</b></p> | <p><b>To know and be able to talk about:</b></p> <p><b>Performing is sharing music with other people, an audience.</b></p> <p><b>A performance doesn't have to</b></p> | <p><b>To know and be able to talk about:</b></p> <p><b>Performing is sharing music with an audience with belief.</b></p> <p><b>Performing is sharing music with other</b></p> |

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|  | <p><i>a simple instrumental part.</i></p> <p><i>Record the performance to talk about.</i></p> | <p><i>a simple instrumental part.</i></p> <p><i>Record the performance to talk about.</i></p> | <p><i>They can add their ideas to the performance.</i></p> <p><i>Record the performance and say how they were feeling about it.</i></p> | <p><b>An audience can include your parents and friends.</b></p> <p><i>Choose a song they have learnt from the Scheme and perform it.</i></p> <p><i>They can add their ideas to the performance.</i></p> <p><i>Record the performance and say how they were feeling about it.</i></p> | <p><b>You need to know and have planned everything that will be performed.</b></p> <p><b>You must sing or rap the words clearly and play with confidence.</b></p> <p><b>A performance can be a special occasion and involve an audience including of people you don't know.</b></p> <p><b>It is planned and different for each occasion.</b></p> <p><b>It involves communicating feelings, thoughts and ideas about the song/music.</b></p> <p><i>To choose what to perform and create a programme.</i></p> <p><i>To communicate the meaning of the words and clearly articulate them.</i></p> | <p><b>be a drama! It can be to one person or to each other.</b></p> <p><b>You need to know and have planned everything that will be performed.</b></p> <p><b>You must sing or rap the words clearly and play with confidence.</b></p> <p><b>A performance can be a special occasion and involve an audience including of people you don't know.</b></p> <p><b>It is planned and different for each occasion.</b></p> <p><b>It involves communicating</b></p> | <p><b>be a drama! It can be to one person or to each other.</b></p> <p><b>Everything that will be performed must be planned and learned.</b></p> <p><b>You must sing or rap the words clearly and play with confidence.</b></p> <p><b>A performance can be a special occasion and involve an audience including of people, you don't know.</b></p> <p><b>It is planned and different for each occasion.</b></p> <p><b>A performance involves communicating ideas, thoughts and feelings</b></p> | <p><b>people, an audience.</b></p> <p><b>A performance doesn't have to be a drama! It can be to one person or to each other.</b></p> <p><b>Everything that will be performed must be planned and learned.</b></p> <p><b>You must sing or rap the words clearly and play with confidence.</b></p> <p><b>A performance can be a special occasion and involve an audience including of people, you don't know.</b></p> <p><b>It is planned and different for each occasion.</b></p> |
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|  |  |  |  |  | <p><i>To talk about the best place to be when performing and how to stand or sit.</i></p> <p><i>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</i></p> | <p><b>feelings, thoughts and ideas about the song/music.</b></p> <p><i>To choose what to perform and create a programme.</i></p> <p><i>Present a musical performance designed to capture the audience.</i></p> <p><i>To communicate the meaning of the words and clearly articulate them.</i></p> <p><i>To talk about the best place to be when performing and how to stand or sit.</i></p> <p><i>To record the performance and say how they were feeling, what they were</i></p> | <p><b>about the song/music.</b></p> <p><i>To choose what to perform and create a programme.</i></p> <p><i>To communicate the meaning of the words and clearly articulate them.</i></p> <p><i>To talk about the venue and how to use it to best effect.</i></p> <p><i>To record the performance and compare it to a previous performance.</i></p> <p><i>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</i></p> | <p><b>A performance involves communicating ideas, thoughts and feelings about the song/music.</b></p> <p><i>To choose what to perform and create a programme.</i></p> <p><i>To communicate the meaning of the words and clearly articulate them.</i></p> <p><i>To talk about the venue and how to use it to best effect.</i></p> <p><i>To record the performance and compare it to a previous performance.</i></p> <p><i>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</i></p> |
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|  |  |  |  |  |  | <i>pleased with what they would change and why.</i> |  |  |
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