

# Stow Heath Primary School



## Music Curriculum – Early Years

<p><b>Early Years Curriculum</b>          Pupils should be taught to sing songs, make music and dance in response to the sounds that they hear. They should be given opportunities to experiment with vocal and instrumental sounds and explore ways of changing the sounds that they make.</p>	
<p><b>Nursery Coverage</b></p>	<p><b>Reception Coverage</b></p>
<p><b>In Nursery pupils will follow these themes.</b>          However, themes may change as a result of following the children’s interests.</p> <p><b>Autumn Term – Once upon a rhyme</b></p> <p><b>Spring Term – Growth</b></p> <p><b>Summer Term – Community and culture</b></p>	<p><b>Reception pupils will follow these themes.</b>          However, these may change as a result of following the children’s interests.</p> <p><b>Autumn Term 1 – I wonder what makes a story?</b>  <b>Autumn Term 2 – Festivals and celebrations</b></p> <p><b>Spring Term 1 – I wonder who is a hero?</b>  <b>Spring Term 2 – I wonder what makes a hero?</b></p> <p><b>Summer Term 1 &amp; 2 – I wonder what’s out there?</b></p>
<p><b>End of nursery</b></p>	<p><b>End of reception</b></p>
<ul style="list-style-type: none"> <li>-Remember and sing entire songs / rhymes</li> <li>-Sing the pitch of a tone sung by another person</li> <li>-Play instruments with increasing control to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

## Music Curriculum - Key Stage 1

## **National Curriculum:**

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1 Coverage	Year 2 Coverage
<b>Autumn Term – Hey You!, Rhythm in the way we walk (Banana rap)</b> <b>Spring Term – In the groove, Round and round</b> <b>Summer Term – Your imagination, Reflect, Rewind and Replay.</b>	<b>Autumn Term – Hands, feet, heart, Ho Ho Ho,</b> <b>Spring Term – I wanna play in a band, Zootime</b> <b>Summer Term – Friendship song, Reflect, Rewind and Replay.</b>
Year 1 End points	Year 2 End points
<p><u>Listen &amp; Appraise</u></p> <p><u>Knowledge</u></p> <p>I know 5 songs off by heart.</p> <p>I know what the songs are about.</p> <p>I know and recognise the sound and names of some of the instruments they use</p> <p><u>Skills</u></p> <p>I can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><u>Musical Elements</u></p> <p><u>Knowledge</u></p> <p>I know that music has a steady pulse, like a heartbeat.</p> <p>I know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p><u>Skills</u></p> <p>I can find the pulse</p> <p>I can listen to the rhythm and clap back.</p> <p>I can create rhythms for others to copy.</p> <p>I can listen and sing back.</p> <p><u>Singing</u></p> <p><u>Knowledge</u></p> <p>I can confidently sing or rap five songs from memory and sing them in unison.</p> <p><u>Skills</u></p> <p>I can learn about voices, singing notes of different pitches (high and low).</p> <p>I can make different types of sounds with their voices.</p> <p>I can learn to start and stop singing when following a leader.</p> <p><u>Playing Instruments</u></p> <p><u>Knowledge</u></p> <p>I can learn the names of the notes in their instrumental part from memory or when written down. I know the names of the instruments I am playing.</p> <p><u>Skills</u></p> <p>I can treat instruments carefully and with respect.</p> <p>I can play a tuned instrumental part with the song I perform.</p> <p>I can learn to play an instrumental part that matches my musical challenge, using one of the differentiated parts.</p> <p>I can listen to and follow musical instructions from a leader.</p>	<p><u>Listen &amp; Appraise</u></p> <p><u>Knowledge</u></p> <p>I know five songs off by heart.</p> <p>I know some songs have a chorus or a response/answer part.</p> <p>I know that songs have a musical style.</p> <p><u>Skills</u></p> <p>I can enjoy moving to music by dancing, marching, being an animal or pop star.</p> <p>I know how songs can tell a story or describe an idea.</p> <p><u>Musical Elements</u></p> <p><u>Knowledge</u></p> <p>I know that music has a steady pulse, like a heartbeat.</p> <p>I know that we can create rhythms from words, our names, favourite food, colours and animals. I know rhythms are different from the steady pulse.</p> <p>I know we add high and low sounds, pitch, when we sing and play our instruments.</p> <p><u>Skills</u></p> <p>I can find the pulse.</p> <p>I can listen to the rhythm and clap back.</p> <p>I can create rhythms for others to copy.</p> <p>I can listen and sing back.</p> <p><u>Singing</u></p> <p><u>Knowledge</u></p> <p>I can confidently sing five songs from memory.</p> <p>I know that unison is everyone singing at the same time.</p> <p>I know songs include other ways of using the voice e.g. rapping (spoken word). I know why we need to warm up our voices.</p> <p><u>Skills</u></p> <p>I know about voices singing notes of different pitches (high and low).</p> <p>I know that I can make different types of sounds with my voice.</p> <p>I know how to find a comfortable singing position.</p> <p>I can start and stop singing when following a leader.</p> <p><u>Playing Instruments</u></p> <p><u>Knowledge</u></p>

<p><u>Improvisation</u></p> <p><u>Knowledge</u></p> <p>I know improvisation is about making up your own tunes on the spot. I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I can improvise.</p> <p><u>Skills</u></p> <p>I can Listen and clap back. I can use my voice and instruments, listen and sing back, then listen and play my own answer using one or two notes.</p> <p><u>Composition</u></p> <p><u>Knowledge</u></p> <p>I know Composing is like writing a story with music. I can compose.</p> <p><u>Skills</u></p> <p>I can help create a simple melody using one, two or three notes. I am beginning to learn how the notes of the composition can be written down and changed if necessary.</p> <p><u>Performance</u></p> <p><u>Knowledge</u></p> <p>I know performance is sharing music with other people, called an audience.</p> <p><u>Skills</u></p> <p>I can choose a song I have learnt from the Scheme and perform it. I can add my ideas to the performance. I can record a performance and say how I feel about it.</p>	<p>I am beginning to learn the names of the notes in their instrumental part from memory or when written down. I know the names of untuned percussion instruments played in class.</p> <p><u>Skills</u></p> <p>I can treat instruments carefully and with respect. I am learning to play a tuned instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note, simple or medium part). I know how to play the part in time with the steady pulse. I can listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u></p> <p><u>Knowledge</u></p> <p>I know improvisation is making up your own tunes on the spot. I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I can improvise, and I can use one or two notes. I can improvise a simple one or two note pattern on an instrument or with my voice (not recorded)</p> <p><u>Skills</u></p> <p>I can listen and clap back, then listen and clap your own answer (rhythms of words). I can use my voice and instruments, listen and sing. I can take it in turns to improvise using one or two notes.</p> <p><u>Composition</u></p> <p><u>Knowledge</u></p> <p>I can Compose is like writing a story with music. I can compose.</p> <p><u>Skills</u></p> <p>I can help create three simple melodies with the Units using one, three or five different notes. I am beginning to learn how the notes of the composition can be written down and changed if necessary.</p> <p><u>Performance</u></p> <p><u>Knowledge</u></p> <p>I know a performance is sharing music with an audience. I know a performance can be a special occasion and involve a class, a year group or a whole school. I know an audience can include your parents and friends.</p> <p><u>Skills</u></p> <p>I can choose a song I have learnt from the Scheme and perform it. I can add my ideas to the performance. I can record the performance and say how I was feeling about it.</p>
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## Music Curriculum –Key Stage 2

### **National Curriculum:**

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.

- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians throughout history.

<b>Year 3 Coverage</b>	<b>Year 4 Coverage</b>
<b>Autumn Term – Let your spirit fly, Glockenspiel Stage 1</b> <b>Spring Term – Three Little Birds, The Dragon Song</b> <b>Summer Term – Bringing us together, Reflect, Rewind and Replay.</b>	<b>Autumn Term – Mamma Mia, Glockenspiel Stage 2.</b> <b>Spring Term – Stop!, Lean on me</b> <b>Summer Term – Blackbird, Reflect, Rewind and Replay.</b>
<b>Year 3 End points</b>	<b>Year 4 End points</b>
<u>Listen &amp; Appraise</u> <u>Knowledge</u> I know five songs from memory and who sang them or wrote them. I know the style of the five songs. I can choose one song and be able to talk about, its lyrics, what the song is about, any musical dimensions featured in the song, identify the main sections of the song (introduction, verse, chorus etc.), name some of the instruments I heard in the song. <u>Skills</u> I can confidently identify and move to the pulse. I can think about what the words of a song mean. I can take it in turn to discuss how the song makes me feel. I can listen carefully and respectfully to other people's thoughts about the music. <u>Musical Elements</u> <u>Knowledge</u> I know how to find and demonstrate the pulse. I know the difference between pulse and rhythm. I know how pulse, rhythm and pitch work together to create a song. I know that every piece of music has a pulse/steady beat. I know the difference between a musical question and an answer. <u>Skills</u> Using two notes I can: <ul style="list-style-type: none"> <li>• Find the pulse.</li> <li>• Clap and say back rhythms.</li> <li>• Create simple rhythm patterns</li> <li>• Lead the class using simple rhythms</li> <li>• Pitch – copy back</li> <li>• Copy back – listen and sing back</li> <li>• Copy back with instruments</li> <li>• Pitch copy back and vocal warm ups</li> </ul> <u>Singing</u> <u>Knowledge</u> I know and can talk about: <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> </ul>	<u>Listen &amp; Appraise</u> <u>Knowledge</u> I know five songs from memory and who sang them or wrote them. I know the style of the five songs. I can choose one song and be able to talk about: <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 heard in the song.</li> </ul> <u>Skills</u> I can confidently identify and move to the pulse. I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). I can talk about the music and how it makes me feel. I can listen carefully and respectfully to other people's thoughts about the music. I can use musical vocabulary.  <u>Musical Elements</u> <u>Knowledge</u> I know and can talk about: <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> <u>Skills</u> Using two notes I can: <ul style="list-style-type: none"> <li>• Find the Pulse</li> <li>• Copy Back a rhythm</li> <li>• Clap and say back rhythms</li> </ul>

- 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
- To know why I warm up your voice

#### Skills

I can sing in unison and in simple two-parts.

I can demonstrate a good singing posture.

I can follow a leader when singing.

I can enjoy exploring singing solo.

I can sing with awareness of being 'in tune'.

I have an awareness of the pulse internally when singing.

#### Playing Instruments

##### Knowledge

I can talk about the instruments used in class.

##### Skills

I can treat instruments carefully and with respect.

I can 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 can rehearse and perform my part within the context of the Unit song.

I can listen to and follow musical instructions from a leader.

#### Improvisation

##### Knowledge

I know and can talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake

##### Skills

I can improvise using instruments in the context of the song I am learning to perform.

I can listen and sing back.

I can use instruments, listen and play my own answer using one note.

I can take it in turns to improvise using one note.

I can take it in turns to improvise using one or two notes.

#### Composition

##### Knowledge

I know and can 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.)

##### Skills

I can help create at least one simple melody using one, three or five different notes.

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

I can talk about how it was created.

I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

- Create own simple rhythm patterns
- Lead the class using simple rhythms
- Pitch - Copy Back
- Copy back notes – 'Listen and sing back' (no notation)
- Copy back with instruments, without then with notation
- Pitch Copy Back and Vocal Warm-ups

#### Singing

##### Knowledge

I know and can 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 makes a thinner texture than a large group
- To know why you must warm up your voice

##### Skills

I can sing in unison and in simple two-parts.

I can demonstrate a good singing posture.

I can follow a leader when singing.

I can enjoy exploring singing solo.

I can sing with awareness of being 'in tune'.

I can rejoin the song if lost.

I can listen to the group when singing.

#### Playing Instruments

##### Knowledge

I know and can talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).
- Other instruments that I might play or be played in a band or orchestra or by my friends.

##### Skills

I can treat instruments carefully and with respect.

I can 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.

I can rehearse and perform their part within the context of the Unit song.

I can listen to and follow musical instructions from a leader.

I can experience leading the playing by making sure everyone plays in the playing section of the song.

#### Improvisation

##### Knowledge

I know and can talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five.
- To know that if you improvise using the notes you are given, you cannot make a mistake.

### Performance

#### Knowledge

I know and can 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
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music.

#### Skills

I can choose what to perform and create a programme.

I can communicate the meaning of the words and clearly articulate them.

I can talk about the best place to be when performing and how to stand or sit.

I can record the performance and say how I was feeling, what I was pleased with what I would change and why.

- To know that you can use some of the riffs you have heard in the Challenges in your improvisations, Skills

I can improvise using instruments in the context of a song that I am learning to perform.

I can listen and sing back melodic patterns

I can use instruments, listen and play using one note.

I can take it in turns to improvise using one note.

I can listen and copy back using instruments, using two different notes.

I can take it in turns to improvise using one or two notes.

I can listen and copy back using instruments, two different notes.

I can use instruments, listen and play my own answer using two different notes.

I can take it in turns to improvise using three different notes.

### Composition

#### Knowledge

I know and can talk about:

- A composition: music that is created and kept in some way. It's like writing a story. It can be played or performed again to others.
- Different ways of recording compositions (letter names, symbols, audio etc.)

#### Skills

I can create at least one simple melody using one, three or all five different notes.

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

I can talk about how a composition was created.

I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

### Performance

#### Knowledge

I know and can 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
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

#### Skills

I can choose what to perform and create a programme.

● Present a musical performance designed to capture the audience.

● To communicate the meaning of the words and clearly articulate them.

● To talk about the best place to be when performing and how to stand or sit.

● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

<b>Year 5 Coverage</b>	<b>Year 6 Coverage</b>
<p><b>Autumn Term – Livin on a prayer, Classroom jazz 1</b>  <b>Spring Term – Make you feel my love, The Fresh Prince of Bel Air</b>  <b>Summer Term – Dancing in the street, Reflect, Rewind and Replay.</b></p>	<p><b>Autumn Term – Happy, Classroom jazz 2</b>  <b>Spring Term – A New Year Carol, Happy, You’ve got a friend,</b>  <b>Summer Term – Music and me, Reflect, Rewind and Replay.</b></p>
<b>Year 5 End points</b>	<b>Year 6 End points</b>
<p><u>Listen &amp; Appraise</u>  <u>Knowledge</u>  I know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  I know the style of the five songs and to name other songs from the Units in those styles.  I can choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of the songs (musical characteristics that give the songs their style) 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> <p><u>Skills</u>  I can identify and move to the pulse with ease.  I can think about the message of songs.  I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  I can listen carefully and respectfully to other people’s thoughts about the music.  I can use musical vocabulary  I can talk about the musical dimensions working together in the Unit songs.  I can talk about the music and how it makes me feel.</p> <p><u>Musical Elements</u>  <u>Knowledge</u>  I know and can 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><u>Listen &amp; Appraise</u>  <u>Knowledge</u>  I know five songs from memory, who sang or wrote them, when they were written and why?  I know the style of the songs and to name other songs from the Units in those styles.  I can choose three or four other songs and be able to talk about:  The style indicators of the songs (musical characteristics that give the songs their style)</p> <ul style="list-style-type: none"> <li>• The lyrics: what the songs are about ○ 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> <p><u>Skills</u>  I can identify and move to the pulse with ease.  I can think about the message of songs.  I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  I can listen carefully and respectfully to other people’s thoughts about the music.  I can use musical words when talking about the songs.  I can talk about the musical dimensions working together in the Unit songs.  I can talk about the music and how it makes you feel, using musical language to describe the music.</p> <p><u>Musical elements</u>  <u>Knowledge</u>  I 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><u>Skills</u>  I can use three notes to -  Find the pulse  Copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <ul style="list-style-type: none"> <li>• Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul>

### Skills

Using three notes I can:

- Find the Pulse
- Copy Back a rhythm that incorporates syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

### Singing

#### Knowledge

I know and can confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

I can 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 importance of warming up your voice

#### Skills

I can sing in unison and to sing backing vocals.

I can enjoy exploring singing solo.

I can listen to the group when singing.

I can demonstrate a good singing posture.

I can follow a leader when singing.

I can experience rapping and solo singing.

I can listen to each other and be aware of how you fit into the group.

I can sing with awareness of being 'in tune'.

### Playing Instruments

#### Knowledge

I know and can talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

#### Skills

I can play a musical instrument with the correct technique within the context of the Unit song.

I can 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.

I can rehearse and perform a part within the context of the Unit song.

I can listen to and follow musical instructions from a leader.

I can lead a rehearsal session.

### Improvisation

- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

### Singing

#### Knowledge

I know and can confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

I know about the style of the songs so you can represent the feeling and context to your audience

I can 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 importance of warming up your voice

#### Skills

I can sing in unison and to sing backing vocals.

I can demonstrate a good singing posture.

I can follow a leader when singing.

I can experience rapping and solo singing.

I can listen to each other and be aware of how you fit into the group.

I can sing with awareness of being 'in tune'

### Playing Instruments

#### Knowledge

I know and can talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

#### Skills

I can play a musical instrument with the correct technique within the context of the Unit song.

I can 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.

I can rehearse and perform their part within the context of the Unit song.

I can listen to and follow musical instructions from a leader.

I can lead a rehearsal session.

### Improvisation

#### Knowledge

I know and can talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

#### Skills

I can improvise using instruments in the context of a song to be performed

1. Play and Copy Back

Copy back using instruments. Use one note.

Copy back using instruments. Use the two notes.

### Knowledge

I know and can talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations
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### Skills

I can improvise using instruments in the context of a song to be performed.

#### 1. Play and Copy Back

- Copy back using instruments. Use one note.
- Copy back using instruments. Use the two notes.
- Copy back using instruments. Use the three notes.

#### 2. Play and Improvise You will be using up to three notes:

- Question and Answer using instruments. Use one note in your answer.
- Question and Answer using instruments. Use two notes in your answer. Always start on a G.
- 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.

- Improvise using one note.
- Improvise using two notes.
- Improvise using three notes.

Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

### Composition

#### Knowledge

I know and can 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

#### Skills

I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

I can explain the keynote or home note and the structure of the melody.

I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

### Performance

#### Knowledge

I know and can talk about:

- Performing is sharing music with other people, an audience

Copy back using instruments. Use the three notes.

2. Play and Improvise You will be using up to three notes:

Question and Answer using instruments. Use one note in your answer.

Question and Answer using instruments. Use two notes in your answer. Always start on a G.

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 will be provided on-screen and in the lesson plan:

Improvise using one note.

Improvise using two notes.

Improvise using three notes.

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### Performance

#### Knowledge

I know and can talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

#### Skills

I can choose what to perform and create a programme.

● I can communicate the meaning of the words and clearly articulate them.

● I can talk about the venue and how to use it to best effect.

● I can record the performance and compare it to a previous performance.

● I can discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

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