

Music Curriculum at Kings Heath Primary School

Subject intent

We believe music is a universal language that embodies one of the highest forms of creativity. We aim to provide a high quality music curriculum that will engage and inspire children to develop a love of music and their talent as musicians, thus increasing their self-confidence, creativity and sense of achievement. As children progress through the curriculum, we aim to provide and develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the breadth and best in the musical canon.

Subject Goals

By the end of KS2 we aim for children to have developed their own musical talents and understanding by having had opportunities to perform, listen to, review and evaluate music across a wide range of periods, genres, styles and traditions, and to have become self-confident and creative individuals with a love of music and the curiosity to continue to explore the diversity of how music is created, produced and communicated.

Aims

The national curriculum for music aims to ensure that all pupils:

- **perform, listen to, review, and evaluate** music across a range of historical periods, genres, styles and traditions, including the works of the **great composers and musicians**
- learn to **sing** and to use their voices, to **create** and **compose music** on their own and with others, have the opportunity to **learn a musical instrument, use technology appropriately** and have the opportunity to progress to the next level of musical excellence ☑ understand and **explore how music is created, produced, and communicated**, including through the inter-related dimensions:
pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical **notations**

Our Curriculum Aims are that children will:

- develop the technical aspects of the subject including such as producing sound vocally, instrumentally, and technologically
- develop elements such as; pitch or metre and the components of music such as melody
- develop expressively by providing the children with the opportunity to use their imagination when composing
- develop a love of music and have opportunities to appraise, listen to and perform a wide range of music across many different genres
- receive regular specialist vocal tuition leading to a number of performances each year
- be given the opportunity to learn a musical instrument, form a band and be given the opportunity to join the school choir.

Delivery of the Music Curriculum

- Specialist vocal teachers will work with each year group throughout KS1 and KS2, learning new songs, techniques and performing in themed music assemblies
- Teachers will deliver a scheme of work where children gain key musical knowledge and skills through studying a wide range of musical genres
- Teachers will deliver lessons that ensure each child is given the opportunity to listen and appraise, play musical games, sing, play instruments, improvise, and compose their own pieces
- All staff will ensure that music is valued and given a high status in school

By the end of Key Stage Two Children will:

- sing and perform to a high standard at regular events throughout the school year
- love and value music and have a broad knowledge of musical genres
- experience different musical activities, understanding musical concepts and develop a mastery of musical skills

Formative Assessment:

- Using recall questions as a measure that the children are acquiring both substantive and disciplinary knowledge
- Observation of independent practice by subject lead to ensure that the curriculum is being taught in the intended sequence and that there is progression
- Teachers will ensure that the children recall key elements of taught knowledge regularly to ensure that learning is remembered and supports deepen understanding
- Teachers will use the 5 formative assessment strategies delivered in metacognition and formative assessment CPD sessions

Summative assessment:

- Summative assessment outcomes are shared between staff three times a year, as part of the subject leader reviews, and use the progressions statements from knowledge endpoints as the assessment criteria
- Our curriculum is the progression model and therefore the effectiveness of the curriculum is based on what pupils know, can do, and remember
- Music experts from the Music Service have supported leaders to identify units of work in which assessment of how learning is consolidated overtime and also deliver specific elements of the curriculum. They work alongside our Music Lead to assess the effectiveness of our curriculum implementation through completing;
 - ☑ Discussions with pupils (assessing the impact of planning and curriculum coherence) 4 times per year
(What have the children remembered and how do learning consolidate overtime?) ☑ Learning walks (Impact of planning and practice) by SLT with subject lead
- We liaise with our Infant School partners to ensure that a progression of disciplinary and substantive knowledge is evident across the key stages and that as a result our children are secondary ready
- Key points for development are selected and used to inform the SIP, Music Action Plan and Live Audit
- This information is evaluated and presented to SLT and Governors
- Monitoring and assessment of classes and individuals takes place informally in each unit of work

Pedagogy: Training for Staff Delivering the Music Curriculum

- Kings Heath Primary uses the Charanga Scheme of learning and the relevant progression document and knowledge endpoint overviews to guide teaching. This scheme is refined to meet the needs of our children.
- Kings Heath employs music specialists who work alongside class teachers to deliver the full array of the intended teaching programme which is more ambitious than the national curriculum in both content and pitch.
- Training for teachers to deliver this programme has been delivered by Services for Education who are responsible for Birmingham's Music Service.

Culture of Music at Kings Heath

Kings Heath has been awarded the Music Quality Award by Services for Education demonstrating a commitment and high-quality music provision. Music is not just a subject delivered through the national curriculum but part of the ethos of our school. We have a proud tradition of having pupils that represent a strong choir led by a vocal expert. We currently have children learning a range of musical instruments and are proud to host these music lessons during the school day to provide our children with the opportunity to learn an instrument to an expert level. We also host Rocksteady bands. This is another form of peripatetic music service, which engages children in playing an instrument in a rock band. We believe that music provides rich cultural capital, and this is supported by extensive research that musical aptitude supports neurological development. Children's lessons are rotated to ensure that they do not miss the same lessons. Kings Heath funds scholarships for both Rocksteady and wider peripatetic lessons for those children who are in receipt of pupil premium and have an identified musical aptitude. Musical performances are termly and come in the form of concerts to parents and the wider school. Through our 'music of the month', pupils are exposed to a range of composers and musical genres from across history and from across the world.

Music Overview

Our curriculum aims to ensure that all children perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and use their voices; to create and compose music on their own and with others; have the opportunity to learn a musical instrument; use technology appropriately; and to have the opportunity to progress to the next level of musical excellence. Children will develop their understanding of and explore how music is created, produced and communicated, including through the inter-related dimensions of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Key Stage 1 – Years 1 and 2

The focus for the music curriculum is to build on that of the Early Years Foundation Stage deepening children's knowledge, understanding, confidence and ability to use their voices expressively and creatively, by singing songs and speaking chants and rhymes. They will have opportunities to play tuned and untuned instruments musically. They will continue to develop their abilities to listen with concentration and understanding to a range of high-quality live and recorded music. Children will also experiment with, create, select and combine sounds using inter-related dimensions of music.

Key Stage 2 – Years 3-6

In KS2 children will sing and play musically with increasing confidence and control, developing a deeper understanding of musical composition; organizing and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. There will be opportunities to improvise and compose music for a range of purposes using the inter-related dimensions of music and to continue to develop the abilities to listen with attention to detail and recall sounds with increasing aural memory. Opportunities will be given to use and develop an understanding of staff and other musical notations. There will also be opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, together with developing an understanding of the history of music.



Curriculum Map Music: Whole School

	Autumn		Spring		Summer	
Y1	Singing	Charanga unit Rhythm In The Way We Walk and Banana Rap Reggae, Hip Hop	Singing	Singing	Charanga unit In The Groove Blues, Latin, Baroque, Bhangra, Funk	Charanga unit Round and Round Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin Fusion
Y2	Charanga unit Hands, Feet, Heart South African styles	Singing	Charanga unit I Wanna Play In A Band Rock	Charanga unit Friendship Song Pop, Soul, Film, Musicals	Singing	Singing
Y3	Charanga unit Glockenspiel Stage 1 Learning basic instrumental skills by playing in various styles	Charanga unit Let Your Spirit Fly R&B, Western Classical, Musicals, Motown, Soul	Singing	Singing	Singing	Charanga unit Three Little Birds Reggae
Y4	Charanga unit Glockenspiel Stage 2 Learning basic instrumental skills by playing in various styles	Singing	Charanga unit Stop! Grime, Classical, Bhangra, Tango, Latin, Fusion	Singing (linked to Easter production)	Charanga unit Blackbird The Beatles/Civil Rights	Singing
Y5	Singing	Charanga unit Classroom Jazz 1 Jazz	Singing	Charanga unit Make You Feel My Love Pop Ballads	Singing	Charanga unit Fresh Prince of Bell Air Hip Hop
Y6	Singing	Singing	Charanga unit Music and Me Contemporary Music and Identity	Charanga unit Happy Pop/Motown		Singing (linked to Leaver's Production)

Music: Whole School Progression in Singing

Year 1 and 2

- To use different vocal tones and develop their singing voice
- To begin to establish tone and diction when singing
- To establish my turn/your turn gestures and develop anticipation
- To develop internal pulse in performance
- To develop an awareness of phrase
- To sing with others
- To control pitch with increasing accuracy
- To develop understanding of the expressive elements, eg timbre, dynamics, tempo
- To develop confidence in changing dynamics and tempo when singing
- To begin to understand how to express the meaning of songs
- To establish understanding of beat and rhythm
- To establish awareness of stick notation for rhythm (crotchet, crotchet rest, quaver, minim)
- To associate music making as a fun, team and expressive activity
- To introduce focussed listening/shared repertoire and discuss as a group what they hear using musical language.

- To develop physical response to music
- I can make different sounds with me voice and sing simple songs
- My words are clear when I sing · I can listen to my teacher sing and copy back phrases in time
- I can 'feel' the beat
- I know the right place to breathe when I am singing
- I am able to control how high or low my voice sounds
- I understand when music is loud/quiet, fast/slow, bumpy or smooth
- I recognise different feelings in music- e.g.cheerful, sad, calm, excited
- I can keep the beat and tap out rhythms
- I can perform crotchets, crotchet rests, quavers and minims and explain the value of each
- I enjoy making music in school as part of a team
- I can express myself through music
- I can say what music I like/don't like and explain why

Year 3 and 4

- To develop control of voice, singing with a clear sound and correct breathing
- To develop accurate tuning
- To develop quality of diction and tone when singing
- To sing with an awareness of phrase
- To begin to control the expressive elements, eg timbre, dynamics, tempo
- To develop ability to sing in more than one part (partner songs and rounds)
- To use musical anticipation when learning songs and games
- To use expression
- To increase awareness of internal pulse
- To use internal pulse when singing songs and playing games
- To know the difference between beat and rhythm
- To develop/ build ability to read stick rhythm notation (Crotchet, crotchet rest, quaver, semi-quaver, minims)
- I can use posture and breath control to help myself sing clearly
- I can control how I change the pitch of my voice
- I can sing with clear diction and a sustained sound

- I can identify phrases in music to give my performance shape
- I can control how loudly, quickly I sing and give character to my voice
- I can 'feel' the right place to sing by listening and responding to the beat
- I can sing using different character in my voice · I understand the difference between beat and rhythm
- I can confidently read and perform crotchets, crotchet rests, quavers, semi-quavers and minims
- I can perform polyrhythms
- To perform simple poly-rhythms
- To identify learnt rhythms in simple game songs
- To describe, evaluate and improve on what they hear and perform
- To associate music making as a fun, team and expressive activity.
- To control physical response to music
- I can find rhythm patterns in the songs I sing
- I evaluate music using musical language
- I enjoy making music in school as part of a team

Year 5 and 6

- To control voice, singing with a clear sound and correct breathing
- To sing with accurate tuning

- To describe, evaluate and improve on what they hear and perform
- To associate music making as a fun, team and expressive activity.

- To sing with clear diction and tone
- To sing with a clear sense of musical phrasing and breath control
- To control the expressive elements, eg timbre, dynamics, tempo
- To develop ability to sing in more than one part (more complex partner songs and rounds, songs with harmonies)
- To use musical anticipation when learning songs and games
- To use expression with intent
- To use strong sense of internal pulse for all music making
- To use internal pulse when singing songs and playing games
- To know the difference between beat and rhythm
- To confidently read stick rhythm notation (Crotchet, crotchet rest, quaver, semi-quaver, mimim)
- To create and perform increasingly complex poly-rhythms
- To identify learnt rhythms in simple game songs

- I can sing with good posture, breath control and diction
- I can sing with accurate tuning
- I understand how breath control aids phrasing and use this knowledge to perform
- I can change the way I sing to express different moods and characters
- I can maintain my own part in a piece with multiple lines
- I use musical anticipation to stay in time and perform confidently
- I think about the expression and character of a song and use this knowledge to aid my performance
- I can read crotchets, crotchet rests, quavers, semi-quavers, minims and syncopated rhythms and identify them in known songs.
- I can perform polyrhythms
- I can confidently use musical language to describe and evaluate music I hear and perform
- I enjoy making music at school as part of a team

Music: Whole School Progression (Charanga)

Listen and Appraise

Listen and Appraise			
	Year 1	Year 2	Year 3
Knowledge	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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.) ○ Name some of the instruments they heard in the song
Skills	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.
	Year 4	Year 5	Year 6

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

Singing			
	Year 1	Year 2	Year 3
Knowledge	To confidently sing or rap five songs from memory and sing them in unison	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 ● To know why you must warm up your voice

Skills	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing.
	Year 4	Year 5	Year 6
Knowledge	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● To know and 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: <ul style="list-style-type: none"> ○ 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 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To rejoin the song if lost. ● To listen to the group when singing. 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing			
	Year 1	Year 2	Year 3
Knowledge	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel)

Skills	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● 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). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● 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. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader.
	Year 4	Year 5	Year 6
Knowledge	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (eg a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● 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. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● 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. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● 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. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation			
	Year 1	Year 2	Year 3
Knowledge	<ul style="list-style-type: none"> ● Improvisation is about 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. ● Everyone can improvise! 	<ul style="list-style-type: none"> ● 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. ● Everyone can improvise, and you can use one or two notes. 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● 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	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of the song they are learning to perform.
	Year 4	Year 5	Year 6
Knowledge	To know and be able to 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	To know and be able to 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 ● To know three well-known improvising musicians	To know and be able to 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	Improvise using instruments in the context of a song to be performed.	Improvise using instruments in the context of a song to be performed.	Improvise using instruments in the context of a song to be performed.

Composition			
	Year 1	Year 2	Year 3
Knowledge	● Composing is like writing a story with music. ● Everyone can compose.	● Composing is like writing a story with music. ● Everyone can compose.	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.)
Skills	● 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.	● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary.	● 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. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

	Year 4	Year 5	Year 6
Knowledge	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.)	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	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
Skills	● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed 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. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance			
	Year 1	Year 2	Year 3
Knowledge	A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none"> ● A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● 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.
	Year 4	Year 5	Year 6
Knowledge	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 ● 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 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly 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. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Music: Vocabulary Development

Year 1	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove, keyboard, bass, guitar, percussion, trumpets, saxophones, audience
Year 2	Keyboard, drums, bass, electric guitars, rock, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo
Year 3	Improvise, compose, pulse, rhythm, melody, pitch, tempo, dynamics, texture, structure, glockenspiel, introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, hook, riff, reggae, synthesizer
Year 4	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, acoustic guitar, percussion, birdsong, pentatonic scale, unison, pulse, compose, improvise, hook, riff, solo, rapping, lyrics, turntables, digital/electronic sounds
Year 5	Ballad, verse, chorus, interlude, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, appraising, Bossa Nova, syncopation, Swing
Year 6	Rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, groove, Motown, hook, riff, solo