



Tilston Parochial  
CE Primary School

# Tilston Parochial Primary School

## Our School Curriculum

*A creative and thematic approach to learning.*

Curriculum Intent and Progression Map

Subject: Music





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## Curriculum Statement

# Music

**“I haven’t understood a bar of music in my life, but I have felt it.”**

**Igor Stravinsky**

The children in our school have a passion for singing. Their singing in collective worship is a spiritual and uplifting, emotional experience for them and anyone hearing them, bringing great joy. Music, with singing at its heart, is a huge part of our lives at Tilston and an important part of our broad curriculum.

Music is something in which every child in our care participates from their first days in school. It opens new opportunities for all; performing songs and plays to audiences of family friends and community, learning to play an instrument, reading music, listening and responding to a wide range of musical genre from many traditions and creating their own compositions. It offers opportunities to take part in great events such as Young Voices and Amasing, with all the enjoyment and fun which goes into practising and preparing for big venue concerts. It enables them to step out into the local community and share their love of music and life with older generations. Music offers great intellect and creative challenge, combining with other disciplines such as dance and gymnastics to provide a rich experience and backdrop for self-expression through movement. It allows our children to shine and to be proud of themselves; it gives them great self-confidence and self-belief. It sets the scene and creates space for reflection and prayer. It is a hugely valuable part of our school which enables the children to bring out the best in themselves and each other.



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## Computing Curriculum Intent

“Music is the universal language of mankind” Henry Wadsworth Longfellow

At Tilston we believe that music is an essential part of the curriculum. Music enhances our lives academically, emotionally, physically and spiritually. It supports, complements and strengthens all areas of the curriculum and gives children opportunities to work creatively, expressively and to develop musical skills which they can take with them throughout their lives. Above all, at Tilston, we want the children to love music, enjoy musical experiences whatever form that takes and relish their accomplishments, bringing out the best in themselves and others around them. The National Curriculum for music aims to ensure that all pupils perform, listen to, review and evaluate music; be taught to sing, create and compose music; understand and explore how music is created, produced and communicated. At Tilston we want to do this by providing children with the opportunities to learn about music in the widest sense. We will delve into music from different cultures, traditions, countries and historical periods and we will work with the voice, tuned and untuned percussion and modern technology. We will learn about modern artists and famous composers. We want children to have rich experiences of listening to, evaluating, composing and communicating music built on the knowledge, vocabulary and skills they learn. We are committed to encouraging an understanding of the value and importance music plays in the wider community and aim for children to respect others' tastes and styles. We want music at Tilston to be accessible to all but also to establish ability and confidence in children as well as giving opportunities to develop mastery. Lessons in music will give valuable opportunities for children to learn to work collaboratively in teams, to support individual children and to appreciate the assistance of other pupils. Ultimately, at Tilston, we want children to feel the joy and excitement that music can bring to themselves and each other and to have the courage to take their enjoyment further whatever their ability.

### TRUST

'May the God of hope fill you with all joy and peace as we trust in him.'  
Romans 15:13

### COURAGE

'Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.'  
Joshua 1:9

### COMMUNITY

How good and pleasant it is when God's people live together in unity.'  
Psalm 133.1

### RESPECT

'Do to others as you would have them do to you.'  
Matthew 7:12

### JOY

'A happy heart makes the face cheerful.'  
Proverbs 15:13

### FRIENDSHIP

'There is a friend who sticks closer than a brother.'  
Proverbs 18:24

Bringing out the Best in Everyone. 'Encourage one another and build each other up.' *Thessalonians 5:1*



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## Implementation

Our music curriculum ensures that all our children sing, listen, play, perform and evaluate. These elements are embedded in music lessons and activities at Tilston as well as collective worships, assemblies, various concerts and performances throughout the year and through the learning of instruments.

We offer opportunities for all children learn to play an instrument whether that be through 1:1 paid tuition from specialised peripatetic teachers from music for life or whole class lessons supported by the wider opportunities programme. We also offer to all key stage 2 children the opportunity of joining the school choir and taking part in the local 'Amasing' project and the world renowned 'Young Voices'. We then take interested children from Key stage 2 to Manchester and Chester to perform in 2 of the most prestigious school concerts in the country and the World.

Music is planned for and taught in classroom lessons so that children are able to build continuously on their knowledge and skills of music. They learn to listen and appraise music, create and compose learning and using musical vocabulary and sing and perform to all. We have a wealth of tuned and untuned percussion instruments available for musical experiences, use our large monitors and sound systems for listening and reviewing and on occasion welcome visiting musical artists to share their expertise with our children.

The Head teacher, teachers and music lead are regularly kept up to date with CPD through Edsential Musical Routes the music hub from Cheshire west and Chester and also through the Amasing project. This supports the teachers to feel confident in their delivery of music and to enable them to instil a love of learning music through their teaching.

To deliver our music curriculum at Tilston we have embraced the musical programme Charanga to develop a rolling programme of music themes across all key stages, over the 6 half terms for each class. Each class participate in one music lesson per week. This is in addition to the large amount of music experienced through assemblies, collective worships, performances, clubs, and incidental music at school. We use Charanga to underpin planning of lessons, ensuring progression of children's knowledge, vocabulary and skills in the 5 main areas of listening and appraising, singing, playing, improvising and composing, performing and sharing.



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## Impact

The impact of our music curriculum at Tilston can be easily observed during the vivacious and uplifting singing you can experience in assemblies, the enthusiastic performances the children give throughout the year in all class assemblies, the high number of children taking music instrument lessons with Music for Life; not to mention the eagerness of all key stage 2 children wanting to be a part of our school choir, Amazing or the Young voices concerts. Both our school nativity and end of year plays are always filled with happy children singing and performing to an audience bursting at the seams of over enthusiastic family and friends. Our enthusiasm to bring music in different forms to the community through the Archie Bishop project and our popular helpers tea which brings together both old and young is a testament to the children's thirst for singing and performing. The children at Tilston certainly bring their love of music to the fore at these happy and well attended events.

The impact of our music curriculum at Tilston is evident through the consistent and ongoing assessment across each year group of children. Assessment is crucial for us to ensure that children are making good progress as they move through each year and from year to year. Teachers at Tilston use assessment to inform future planning, differentiation and lesson activities.

Summative assessment is completed at the end of each unit to inform about children's achievements or where children need to be supported to improve their skills and understanding of music. At Tilston we use the Charanga Musical School assessment which is completed at the end of each unit of work. Pupils also complete a music passport to showcase and celebrate what the children have learnt and achieved musically, year-by-year.

To ensure a consistent approach and to encourage the highest standards, the teaching of music is monitored across the school with the music lead and head teacher. All year groups are monitored through lesson observations and pupil interviews.

**EYFS Music**

	<b>Listen and Respond</b>	<b>Singing</b>	<b>Explore and Create (Musical Activities)</b>	<b>Share and Perform</b>
<b>Knowledge</b>	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	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.	A performance is sharing music.
<b>Skills</b>	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. A- Find different ways to keep the pulse B- Copy basic rhythm patterns of single words, building to short phrases from the song/s. C- Explore high and low using voices and sounds D- 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. E- Playing with two pitched notes to invent musical patterns.	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.

KS1 AND KS2 Music						
	YR 1/2 Year A	YR1/2 Year B	YR3/4 Year A	YR3/4 Year B	YR5/6 Year A	YR5/6 Year B
<b>Singing</b>	<p><b>Knowledge</b> To confidently sing or rap 5 songs from memory</p> <p><b>Skills:</b> Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices Learn to start and stop singing when following a leader</p>	<p><b>Knowledge:</b> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice.</p> <p><b>Skills:</b> 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>	<p><b>Knowledge:</b> To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice</p> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> 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: 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> <p><b>Skills:</b> 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'.</p>	<p><b>Knowledge:</b> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: 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> <p><b>Skills:</b> 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'</p>
<b>Playing</b>	<p><b>Knowledge:</b> Learn the names of the notes in their instrumental part from memory or when written down.</p>	<p><b>Knowledge:</b> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion</p>	<p><b>Knowledge</b> :To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p><b>Skills:</b> To treat instruments carefully</p>	<p><b>Knowledge:</b> To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p><b>Knowledge:</b> To know and be able to 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 staff. The instruments they might</p>	<p><b>Knowledge:</b> To know and be able to 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 staff. The</p>

	<p>Learn the names of the instruments they are playing.</p> <p><b>Skills:</b> Treat instruments carefully and with respect. Play a tuned instrumental part with a song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts. Listen to and follow musical instructions from a leader.</p>	<p>instruments played in class</p> <p><b>Skills:</b> 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.</p>	<p>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.</p>	<p><b>Skills:</b> 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.</p>	<p>play or be played in a band or orchestra or by their friends</p> <p><b>Skills:</b> 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.</p>	<p>instruments they might play or be played in a band or orchestra or by their friends</p> <p><b>Skills:</b> 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.</p>
<b>Improvisation</b>	<p><b>Knowledge:</b></p> <p><b>Skills:</b></p>	<p><b>Knowledge:</b> 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> <p><b>Skills:</b> Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and</p>	<p><b>Knowledge:</b> 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.</p>	<p><b>Knowledge:</b> 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.</p> <p><b>Skills:</b> Improvise using instruments in the context of a</p>	<p><b>Knowledge:</b> 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</p>	<p><b>Knowledge:</b> 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</p>



		<p>clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improve! – Take it in turns to improvise using one or two notes.</p>	<p>you cannot make a mistake  <b>Skills:</b> 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: <b>Bronze Challenge:</b> ◦ Copy Back – Listen and sing back ◦ Play and Improve – Using instruments, listen and play your own answer using one note. ◦ Improve! – Take it in turns to improvise using one note. <b>Silver Challenge:</b> ◦ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ◦ Play and Improve – Using your instruments, listen and play your own answer using one or two notes. ◦ Improve! – Take it in turns to improvise using one or two notes. <b>Gold Challenge:</b> ◦ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ◦ Play and Improve – Using your instruments, listen and play your own answer using</p>	<p>song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <b>Bronze Challenge:</b> ◦ Copy Back – Listen and sing back melodic patterns ◦ Play and Improve – Using instruments, listen and play your own answer using one note. ◦ Improve! – Take it in turns to improvise using one note. <b>Silver Challenge:</b> ◦ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improve – Using your instruments, listen and play your own answer using one or two notes. ◦ Improve! – Take it in turns to improvise using one or two notes. <b>Gold Challenge:</b> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improve – Using your instruments, listen and play your own answer using two different notes. Improve! – Take it in turns to improvise using three different notes.</p>	<p>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  <b>Skills:</b> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ◦ Bronze – Copy back using instruments. Use one note. ◦ Silver – Copy back using instruments. Use the two notes. ◦ Gold – Copy back using instruments. Use the three notes. 2. Play and Improve You will be using up to three notes: ◦ Bronze – Question and Answer using instruments. Use one note in your answer. ◦ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The</p>	<p>the riffs and licks you have learnt in the Challenges in your improvisations. To know three well-known improvising musicians  <b>Skills:</b> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ◦ Bronze – Copy back using instruments. Use one note. ◦ Silver – Copy back using instruments. Use the two notes. ◦ Gold – Copy back using instruments. Use the three notes. 2. Play and Improve You will be using up to three notes: ◦ Bronze – Question and Answer using instruments. Use one note in your answer. ◦ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ◦ Bronze – Improvise using one note. ◦ Silver – Improvise using two notes. ◦ Gold –</p>
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			two different notes. ◦ Improvise! – Take it in turns to improvise using three different notes.		notes will be provided on-screen and in the lesson plan: ◦ Bronze – Improvise using one note. ◦ Silver – Improvise using two notes. ◦ Gold – 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)	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)
<b>Composition</b>	<p><b>Knowledge:</b> To know that composing is like writing a story with music. Understand that everyone can compose.</p> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> To know that composing is like writing a story with music. Understand that everyone can compose.</p> <p><b>Skills:</b> 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..</p>	<p><b>Knowledge:</b> 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.)</p> <p><b>Skills:</b> 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</p>	<p><b>Knowledge:</b> 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.)</p> <p><b>Skills:</b> 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).</p>	<p><b>Knowledge:</b> 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</p> <p><b>Skills:</b> 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</p>	<p><b>Knowledge:</b> 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</p> <p><b>Skills:</b> 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</p>

			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).		song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	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).
<b>Performance</b>	<p><b>Knowledge:</b> To know that performance is sharing music with other people called an audience.</p> <p><b>Skills:</b> Choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p><b>Knowledge:</b> 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> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. 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> <p><b>Skills:</b> To choose what to perform and create a programme. To communicate the</p>	<p><b>Knowledge:</b> To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. 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> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. 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> <p><b>Skills:</b> To choose what to perform and create a programme. To communicate the meaning of the</p>	<p><b>Knowledge:</b> To know and be able to 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</p> <p><b>Skills:</b> 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</p>

			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.		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...?”	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...?”
<b>Listen and Appraise</b>	<p><b>Knowledge:</b> 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.</p> <p><b>Skills:</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p><b>Knowledge:</b> 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.</p> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> 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:</p> <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song</li> </ul> <p><b>Skills:</b> 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</p>	<p><b>Knowledge:</b> 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: 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.</p> <p><b>Skills:</b> 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.</p>	<p><b>Knowledge:</b> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical 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)</p> <p><b>Skills:</b> To identify the structure of the songs (intro, verse, chorus etc.)</p> <ul style="list-style-type: none"> <li>o Name some of the instruments used in the songs</li> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>o Know and</li> </ul>	<p><b>Knowledge:</b> 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:</p> <ul style="list-style-type: none"> <li>o The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>o Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments used in the songs</li> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>o Know and</li> </ul>

			and respectfully to other people's thoughts about the music.		The historical context of the songs. What else was going on at this time? <b>Skills:</b> 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.	talk about that fact that we each have a musical identity <b>Skills:</b> 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
<b>Games</b>	<b>Knowledge:</b> To know that music has a steady pulse like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals <b>Skills:</b> To find the pulse. To listen to rhythm and clap back. To listen and sing back.	<b>Knowledge:</b> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <b>Skills:</b> To find the pulse. To listen to a rhythm and	<b>Knowledge:</b> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. <b>Skills:</b> Using the Warm up Games tracks	<b>Knowledge:</b> Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to <b>Skills:</b> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.	<b>Knowledge:</b> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to <b>Skills:</b> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.	<b>Knowledge:</b> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to <b>Skills:</b> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following

		clap back. Create rhythms for others to copy. To listen and sing back	provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	Children will complete the following in relation to the main song, using three notes: Bronze Challenge Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge Find the pulse • 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 Gold Challenge Find the pulse 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	in relation to the main song, using three notes: Bronze Challenge Find the pulse • Copy back rhythms based on the words of the main song, that include syncopation/off beat • Copy back one-note riffs using simple and syncopated rhythm patterns. Silver Challenge Find the pulse • 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. Gold Challenge. Find the pulse. 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
<b>Music styles</b>	Old school hip hop Reggae Blues, Baroque, Latin, Bhangra, folk, funk, Bossa Nova, Pop, Classical	Afropop, South African A song with rapping and improvising for Christmas, Rock, Reggae, Pop, Classical	RnB, mixed styles, Reggae, A pop song that tells a story, Disco, Classical.	Pop, The Beatles, Grime, gospel, classical	Rock, Classical, Mowtown, Bossa Nova and swing, Pop ballads, old school hip hop	Pop/ Neo soul, Bacharach and blues, ukban gospel, 70's pop, classical, hip hop. Electronic, soul, contemporary