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Music Curriculum Progression

FS			KS1		KS2			
EYFS			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Respond	***Substantive Knowledge:*** ● *To know nursery rhymes off by heart.* ● *To know the stories of some of the nursery rhymes.* ***Disciplinary Knowledge and Skills:*** ● *To learn that music can touch your feelings.* ● *To enjoy moving to music by dancing, marching, being animals or Pop stars.*	**Listening and appraising**	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills*** ●*To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.*	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** ● *To know five songs from memory and who sang them or wrote them.* ● *To know the style of the five songs.* ● *To choose one song and be able to talk about:* ○ *Its lyrics: what the song is about* ○ *Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)* ○ *Identify the main sections of the song (introduction, verse, chorus etc.)* ○ *Name some of the instruments they heard in the song* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *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.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** ● *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 and pitch)* ○ *Identify the main sections of the songs (intro, verse, chorus etc.)* ○ *Name some of the instruments they heard in the songs*	***Substantive Knowledge*** ● *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:* ○ *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?*

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						● *Listen carefully and respectfully to other people's thoughts about the music.* ● *When you talk try to use musical words.*	○ *The historical context of the songs. What else was going on at this time?* ***Disciplinary Knowledge and Skills*** ● *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.*	○ *Know and talk about that fact that we each have a musical identity* ***Disciplinary Knowledge and Skills*** ● *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.*
Explore and Create (Musical Activities)	***Substantive Knowledge:*** ● *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.* ***Disciplinary Knowledge and Skills:*** ● *Activity A Games Track*	**Playing Musical games**	***Substantive Knowledge*** ● *To know that music has a steady pulse, like a heartbeat.* ● *To know that we can create rhythms* ***Disciplinary Knowledge and Skills:*** ● *Game 1 – Have Fun Finding The Pulse!*	***Substantive Knowledge*** ● *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.*	***Substantive Knowledge*** ● *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.*	***Substantive Knowledge*** *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*	***Substantive Knowledge*** *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*	***Substantive Knowledge*** *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:*

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	FInd the pulse by copying a character i n a nursery rhyme, i magining a similar character or object and finding different ways to keep the pulse. ● *Activity B Copycat Rhythm* *Copy basic rhythm patterns of single words, building to short phrases from the song/s.* ● *Activity C High and Low* *Explore high and low using voices and sounds of characters i n the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.* ● *Activity D Create Your Own Sounds* *Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.* ● *Extension Activity* *Adding a 2-note melody to the rhythm of the words.* *Playing with two pitched notes to invent musical patterns.*		*FInd the pulse. Choose an animal and find the pulse* ● *Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.* ● *Game 3 – Rhythm Copy Back, Your Turn* *Create rhythms for others to copy* ● *Game 4 – Pitch Copy Back and Vocal Warm-up 1* *Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat* ● *Game 4a – Pitch Copy Back and Vocal Warm-up 2* *Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.*	● *We add high and low sounds, pitch, when we sing and play our instruments.* ***Disciplinary Knowledge and Skills*** ● *Game 1 – Have Fun Finding the Pulse!* *FInd the pulse. Choose an animal and find the pulse.* ● *Game 2 – Rhythm Copy Back* *Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.* ● *Game 3 – Rhythm Copy Back, Your Turn* *Create rhythms for others to copy.* ● *Game 4 – Pitch Copy Back and Vocal Warm-up 1* *Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.* ● *Game 4a – Pitch Copy Back and Vocal Warm-up 2* *Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'*	● *Know that every piece of music has a pulse/steady beat.* ● *Know the difference between a musical question and an answer.* ***Disciplinary Knowledge and Skills*** *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*	● *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* ***Disciplinary Knowledge and Skills*** *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* .	● *How to keep the internal pulse* ● *Musical Leadership: creating musical ideas for the group to copy or respond to* ***Disciplinary Knowledge and Skills*** ● *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*	***Disciplinary Knowledge and Skills*** ● *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*

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Singing	***Substantive Knowledge:*** ● *To sing or rap nursery rhymes and simple songs from memory.* ● *Songs have sections.* ***Disciplinary Knowledge and Skills:*** ● *To sing along with a pre-recorded song and add actions.* ● *To sing along with the backing track.*	**Singing**	***Substantive Knowledge*** *To confidently sing or rap five songs from memory and sing them in unison.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *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* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *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* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** ● *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* ***Disciplinary Knowledge and Skills*** ● *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'.*	***Substantive Knowledge*** ● *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* ***Disciplinary Knowledge and Skills*** ● *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'.*

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		Playing instruments	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills:*** ● *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.*	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *To know and be able to talk about:* ● *The instruments used in class (a glockenspiel, a recorder)* ***Disciplinary Knowledge and Skills*** ● *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.* .	***Substantive Knowledge*** *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.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *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 stave* *The instruments they might play or be played in a band or orchestra or by their friends* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *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 stave* ● *The instruments they might play or be played in a band or orchestra or by their friends* ***Disciplinary Knowledge and Skills*** ● *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.*

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		Improvising	***Substantive Knowledge:*** ● *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!* ***Disciplinary Knowledge and Skills:*** *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.* rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills*** *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.*	***Substantive 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* ***Disciplinary Knowledge and Skills*** ● *Bronze Challenge:* ○ *Copy Back – Listen and sing back* ○ *Play and Improvise – Using instruments, listen and play your own answer using one note.* ○ *Improvise! – Take it in turns to improvise using one note.* ● *Silver Challenge:* ○ *Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.* ○ *Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.*	***Substantive 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* ***Disciplinary Knowledge and Skills*** ● *Bronze Challenge:* ○ *Copy Back – Listen and sing back melodic patterns* ○ *Play and Improvise – Using instruments, listen and play your own answer using one note.* ○ *Improvise! – Take it in turns to improvise using one note.* ● *Silver Challenge:* ○ *Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.* ○ *Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.*	***Substantive 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 three well-known improvising musicians* ***Disciplinary Knowledge and Skills*** *1. Play and Copy Back* ○ *Bronze – Copy back using instruments. Use one note.* ○ *Silver – Copy back using instruments. Use the two notes.*	***Substantive 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, 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* ***Disciplinary Knowledge and Skills*** *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 Improvise* *You will be using up to three notes:*

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					○ *Improvise! – Take it in turns to improvise using one or two notes.* ● *Gold Challenge:* ○ *Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.* ○ *Play and Improvise – Using your instruments, listen and play your own answer using two different notes.* ○ *Improvise!*	○ *Improvise! – Take it in turns to improvise using one or two notes.* ● *Gold Challenge:* ○ *Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.* ○ *Play and Improvise – Using your instruments, listen and play your own answer using two different notes.* ○ *Improvise! – Take it in turns to improvise using three different notes.*	○ *Gold – Copy back using instruments. Use the three notes.* *2. Play and Improvise 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 – 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)*	○ *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 – Improvise using three notes.*

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		Composing	***Substantive Knowledge*** ● *Composing is like writing a story with music.* ● *Everyone can compose.* ***Disciplinary Knowledge and 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.*	***Substantive Knowledge*** ● *Composing is like writing a story with music.* ● *Everyone can compose.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive 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.)* ***Disciplinary Knowledge and Skills*** *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).*	***Substantive 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.)* ***Disciplinary Knowledge and Skills***	***Substantive 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.* ● *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* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive 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.* ● *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* ***Disciplinary Knowledge and Skills*** ● *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*

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							● *Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).*	*connection between sound and symbol (e.g. graphic/pictorial notation).*
Share and perform	***Substantive Knowledge:*** ● *A performance is sharing music.* ***Disciplinary Knowledge and Skills:*** ● *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.*	**Performing and sharing**	***Substantive Knowledge*** *A performance is sharing music with other people, called an audience.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** ● *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.* ***Disciplinary Knowledge and Skills*** ● *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.*	***Substantive Knowledge*** *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* ***Disciplinary Knowledge and Skills*** ● *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*	***Substantive Knowledge*** *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* ***Disciplinary Knowledge and Skills*** *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.*	***Substantive Knowledge*** *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* ***Disciplinary Knowledge and Skills*** ● *To choose what to perform and create a programme.*	***Substantive Knowledge*** *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* ***Disciplinary Knowledge and Skills*** ● *To choose what to perform and create a programme.* ● *To communicate the meaning of the words and clearly articulate them.*

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					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.*	*● 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.*	*● 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...?"*	*● 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...?"*
Vocabulary		**PULSE: the steady beat of a piece of a piece of music. PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.**						
Visits and Visitors		**Shropshire Music Service**	**Shropshire Music Service**	**Shropshire Music Service** **Musical theatre visit**	**Shropshire Music Service** **Cornet Tuition** **Musical theatre visit**	**Shropshire Music Service** **Cornet Tuition** **Young voices**	**Shropshire Music Service** **Cornet Tuition** **London visit west end show** **Young voices**	**Young voices**
Whole school		**Shropshire music service band recital**						
Extra music		**Piano,voice, drums, , cornet, ukulele, violin and guitar pending**						