NETHERFIELD PRIMARY SCHOOL

Netherfield Music Curriculum

Music is a universal language that allows the pupils of Netherfield Primary School to express themselves as composers, performers, improvisers and communicators. We aim to inspire a love of music that not only develops a subject-specific skill set that exploring the interrelated dimensions offers, but also challenges children to consider their understanding of history, art, technology and culture.

Our curriculum draws upon the national curriculum and the use of a spiral curriculum and Charanga-online platform we endeavour to expose pupils to the works of great musicians and composers (historical and current), and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to every pupil of every ability. Our musical opportunities – whether it be curriculum time, instrumental lessons, whole-school singing or extracurricular activities - nurture pupils' talent and creativity, but most importantly, teaches our children to use their voices, take part and celebrate their unique gifts.

Partnered with the online learning platform, Charanga, music is delivered weekly during designated half terms throughout the academic year. Lessons follow an established, consistent structure that is practical, interactive and allow children to apply their knowledge and interpretation of all key musical skills: listening, appraising, improvising, composing and performing.

We aim to ensure that all pupils:

- Appreciate and accept a diverse repertoire of music that encourages rich connections with history, culture and their society.
- Develop a secure, musical knowledge that underpins all interrelated dimensions.
- Reflect upon their work, the work of their peers and work of other composers and musicians; utilising effective musical terminology throughout this process.
- Have the opportunity to access a range of instruments and refine the appropriate skills to use their preference competently and with confidence.
- Value the importance of music as a way to express ourselves freely and creatively.

Year group	Listening and Appraising	Playing	Genres covered	Instruments used	Composition	Singing	Improvisation	Performing
Year 6	 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? ○ Know and talk about that fact that we each have a musical identity Skills 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. 	 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 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. 		Singing Glockenspiels	 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 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 connection between sound and symbol (e.g. graphic/pictorial notation). 	 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 Skills To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	 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 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.	 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 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 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?"
Year 5	 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. 	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	Rock Rap	Glockenspiels Ukuleles – external Singing	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.	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,	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	Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience

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	• To choose two or three other songs and	the treble stave • The			• A composition has pulse, rhythm	backing vocals or rapping \circ To	never been heard before. It is not	• A performance doesn't have
	be able to talk about: \circ Some of the style	instruments they might			and pitch that work together and are	know what the song is about and	written down and belongs to them.	to be a drama! It can be to
	indicators of the songs (musical	play or be played in a			shaped by tempo, dynamics, texture	the meaning of the lyrics \circ To	 To know that using one or two 	one person or to each other
	characteristics that give the songs their	band or orchestra or			and structure	know and explain the importance	notes confidently is better than using	• Everything that will be
	style) \circ The lyrics: what the songs are	by their friends			• Notation: recognise the connection	of warming up your voice	five	performed must be planned
	about \circ Any musical dimensions featured				between sound and symbol		 To know that if you improvise using 	and learned
	in the songs and where they are				_		the notes you are given, you cannot	• You must sing or rap the
	used (texture, dynamics, tempo, rhythm	<u>Skills</u>				Skills	make a mistake	words clearly and play with
	and pitch) \circ Identify the main sections of	• Play a musical			<u>Skills</u>	• To sing in unison and to sing	 To know that you can use some of 	confidence
	the songs (intro, verse, chorus etc.) \circ	instrument with the			• Create simple melodies using up to	backing vocals.	the riffs you have heard in the	• A performance can be a
	Name some of the instruments they heard	correct technique			five different notes and simple	• To enjoy exploring singing solo.	Challenges in your improvisations	special occasion and involve
	in the songs \circ The historical context of the	within the context of			rhythms that work musically with the	To listen to the group when	 To know three well-known 	an audience including of
	songs. What else was going on at this	the Unit song.			style of the Unit song.	singing.	improvising musicians	people you don't know
	time?	 Select and learn an 			• Explain the keynote or home note	• To demonstrate a good singing		 It is planned and different
		instrumental part that			and the structure of the melody.	posture.		for each occasion • A
		matches their musical			• Listen to and reflect upon the	• To follow a leader when	<u>Skills</u>	performance involves
	<u>Skills</u>	challenge, using one of			developing composition and make	singing.	Improvise using instruments in the	communicating ideas,
	• To identify and move to the pulse with	the differentiated parts			musical decisions about how the	• To experience rapping and solo	context of a song to be performed.	thoughts and feelings about
	ease.	– a one-note, simple or			melody connects with the song.	singing.	Use the improvisation tracks provided	the song/music
	• To think about the message of songs.	medium part or the			• Record the composition in any way	• To listen to each other and be	and improvise using the Bronze, Silver	
	• To compare two songs in the same	melody of the song			appropriate that recognises the	aware of how you fit into the	or Gold Challenges.	
	style, talking about what stands out	from memory or using			connection between sound and	group.		<u>Skills</u>
	musically in each of them, their similarities	notation.			symbol (e.g. graphic/pictorial	• To sing with awareness of being		• To choose what to perform
	and differences.	• To rehearse and			notation)	'in tune'.		and create a programme.
	• Listen carefully and respectfully to other	perform their part						• To communicate the
	people's thoughts about the music.	within the context of						meaning of the words and
	• When you talk try to use musical words.	the Unit song.						clearly articulate them.
	• To talk about the musical dimensions	• To listen to and						• To talk about the venue
	working together in the Unit songs.	follow musical						and how to use it to best
	• Talk about the music and how it makes	instructions from a						effect.
	you feel.	leader.						• To record the performance
		• To lead a rehearsal						and compare it to a previous
		session.						performance.
								• To discuss and talk
								musically about it – "What
								went well?" and "It would
			-					have been even better if?"
Year 4	Knowledge	Knowledge	Рор	Glockenspiels	Knowledge	Knowledge	Knowledge	Knowledge
	To know five songs from memory and who	To know and be able	Grime	Singing	To know and be able to talk about:	To know and be able to talk	To know and be able to talk about	To know and be able to talk
	sang them or wrote them. To know the	to talk about:	Soul/Gospel		• A composition: music that is	about:	improvisation:	about:
	style of the five songs. To choose one song	• The instruments used			created by you and kept in some	• Singing in a group can be called	 Improvisation is making up your 	• Performing is sharing music
	and be able to talk about:	in class (a glockenspiel,			way. It's like writing a story. It can	a choir	own tunes on the spot	with other people, an
	• Some of the style indicators of that	recorder or xylophone).			be played or performed again to	• Leader or conductor: A person	 When someone improvises, they 	audience
	song (musical characteristics that give the	• Other instruments			your friends.	who the choir or group follow	make up their own tune that has	• A performance doesn't have
	song its style).	they might play or be			• Different ways of recording	• Songs can make you feel	never been heard before. It is not	to be a drama! It can be to
	• The lyrics: what the song is about.	played in a band or			compositions (letter names, symbols,	different things e.g. happy,	written down and belongs to them.	one person or to each other
	• Any musical dimensions featured in the	orchestra or by their			audio etc.)	energetic or sad	• To know that using one or two	• You need to know and
	song and where they are used (texture,	friends.				• Singing as part of an ensemble	notes confidently is better than using	have planned everything that
	dynamics, tempo, rhythm and pitch).				CL III	or large group is fun, but that you	five	will be performed
	• Identify the main sections of the song	CL:II			Skills	must listen to each other	• To know that if you improvise using	• You must sing or rap the
	(introduction, verse, chorus etc).	<u>Skills</u>			• Help create at least one simple	• Texture: How a solo singer	the notes you are given, you cannot	words clearly and play with
	• Name some of the instruments they	• To treat instruments			melody using one, three or all five	makes a thinner texture than a	make a mistake	confidence
	heard in the song.	carefully and with			different notes.	large group	• To know that you can use some of	• A performance can be a
		respect.			• Plan and create a section of music	• To know why you must warm	the riffs you have heard in the	special occasion and involve
		• Play any one, or all			that can be performed within the	up your voice	Challenges in your improvisations	an audience including of
	Skills	four, differentiated			context of the unit song.			people you don't know

	kills To know five songs from memory and	parts on a tuned			• Talk about how it was created. •			• It is planned and different
	who sang them or wrote them. To know	instrument – a one-			Listen to and reflect upon the	<u>Skills</u>	<u>Skills</u>	for each occasion • It
	the style of the five songs. To choose one	note, simple or medium			developing composition and make	• To sing in unison and in simple	Improvise using instruments in the	involves communicating
	song and be able to talk about:	part or the melody of			musical decisions about pulse,	two-parts.	context of a song they are learning to	feelings, thoughts and ideas
	• Some of the style indicators of that	the song from memory			rhythm, pitch, dynamics and tempo.	• To demonstrate a good singing	perform. Use the improvisation tracks	about the song/music
	song (musical characteristics that give the	or using notation.			• Record the composition in any way	posture.	provided and improvise using the	about the song/maste
	song its style).	• To rehearse and			appropriate that recognises the	• To follow a leader when	Bronze, Silver or Gold Challenges.	
	• The lyrics: what the song is about.	perform their part			connection between sound and	singing.	Diolize, Suver of Oold Challenges.	<u>Skills</u>
	 Any musical dimensions featured in the 	within the context of			symbol (e.g. graphic/pictorial	 To enjoy exploring singing solo. 		• To choose what to perform
	song and where they are used (texture,	the Unit song.			notation).	• To sing with awareness of being		and create a programme.
	dynamics, tempo, rhythm and pitch).	• To listen to and				'in tune'.		 Present a musical
	• Identify the main sections of the song	follow musical				• To re-join the song if lost.		performance designed to
	(introduction, verse, chorus etc).	instructions from a				• To listen to the group when		capture the audience.
	• Name some of the instruments they	leader.				singing.		• To communicate the
	heard in the song.	• To experience						meaning of the words and
	• To confidently identify and move to the	leading the playing by						clearly articulate them.
	pulse.	making sure everyone						• To talk about the best
	 To talk about the musical dimensions 	plays in the playing						place to be when performing
	working together in the Unit songs eg if	section of the song.						and how to stand or sit.
	the song gets louder in the chorus							• To record the performance
	(dynamics). • Talk about the music and							and say how they were
	how it makes them feel.							feeling, what they were
	• Listen carefully and respectfully to other							pleased with what they would
	people's thoughts about the music.							change and why
	• When you talk try to use musical words.							Ĵ Ĵ
Year 3	Knowledge	<u>Knowledge</u>	R&B	Ukuleles —	Knowledge	Knowledge	<u>Knowledge</u>	<u>Knowledge</u>
	 To know five songs from memory and 	To know and be able	Reggae	external for 2	To know and be able to talk about:	To know and be able to talk	To know and be able to talk about	To know and be able to talk
			Reggue	externut jor 2				TO KILOW UTU DE UDIE LO LUIK
	who sang them or wrote them.	to talk about:	Reggue	terms	• A composition: music that is	about:	improvisation:	about:
	who sang them or wrote them. • To know the style of the five songs.	to talk about: • The instruments used	Reggue	1 2	• A composition: music that is created by you and kept in some	about: • Singing in a group can be called	improvisation: • Improvisation is making up your	about: • Performing is sharing music
	who sang them or wrote them.To know the style of the five songs.To choose one song and be able to talk	to talk about: • The instruments used in class (a glockenspiel,	Reggue	terms	• A composition: music that is created by you and kept in some way. It's like writing a story. It can	about: • Singing in a group can be called a choir	improvisation: • Improvisation is making up your own tunes on the spot	about: • Performing is sharing music with other people, an
	 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 	to talk about: • The instruments used	Reggue	terms	• 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	about: • Singing in a group can be called a choir • Leader or conductor: A person	 improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they 	about: • Performing is sharing music with other people, an audience
	 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 	to talk about: • The instruments used in class (a glockenspiel,	Reggue	terms	• 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.	about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow	 improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has 	about: • Performing is sharing music with other people, an audience • A performance doesn't have
	 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, 	to talk about: • The instruments used in class (a glockenspiel, a recorder)	Reggue	terms	 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 	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	 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 	about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to
	 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) 	to talk about: • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u>	Reggue	terms	 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, 	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,	 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 	 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
	 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 	to talk about: • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u> • To treat instruments	Reggue	terms	 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 	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	 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 	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
	 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 	to talk about: • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u> • To treat instruments carefully and with	Reggue	terms	 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, 	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	 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 	 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
	 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 	to talk about: • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u> • To treat instruments carefully and with respect.		terms	 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.) 	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	 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 	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
	 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 	to talk about: • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u> • To treat instruments carefully and with respect. • Play any one, or all		terms	 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.) 	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	 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 	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
	 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 	to talk about: • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated		terms	 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.) <u>Skills</u> Help create at least one simple 	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	 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 	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
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Year 2	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 Skills • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	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.	Tanko drumming Singing	Knowledge • Composing is like writing a story with music. • Everyone can compose. 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	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	 <u>Knowledge</u> 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. 	 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 fleased with what they would change and why. 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.
	• To learn how songs can tell a story or describe an idea.	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		written down and changed if necessary	 b no know why we need to waint up our voices. <u>Skills</u> 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. 	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.	 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.
Year 1	 <u>Knowledge</u> 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. <u>Skills</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	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 playingSkills • Treat instruments carefully and with respect.• Play a tuned instrumental part with the song they perform.	Glockenspiels Singing	 Knowledge Composing is like writing a story with music. Everyone can compose. 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. 	 <u>Knowledge</u> To confidently sing or rap five songs from memory and sing them in unison. <u>Skills</u> 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. 	 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! Skills Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing 	 <u>Knowledge</u> A performance is sharing music with other people, called an audience <u>Skills</u> 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.

• Learn	n to play an	back, then listen and play your own	
instrume	iental part that	answer using one or two notes.	
matches	s their musical	3. Improvise! – Take it in turns to	
challeng	ge, using one of	improvise using one or two notes.	
	erentiated parts		
(a one-n	note part, a		
simple p	part, medium		
part).			
• Listen	n to and follow		
	l instructions		
from a l	leader.		