

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 extra-curricular 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.

Netherfield Music Curriculum

Year group	Listening and Appraising	Playing	Genres covered	Instruments used	Composition	Singing	Improvisation	Performing
Year 6	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ◦ The style indicators of the songs (musical characteristics that give the songs their style) ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ◦ Identify the structure of the songs (intro, verse, chorus etc.) ◦ Name some of the instruments used in the songs ◦ The historical context of the songs. <p>What else was going on at this time, musically and historically? ◦ Know and talk about that fact that we each have a musical identity</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends <p><u>Skills</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 		Singing Glockenspiels	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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><u>Skills</u></p> <ul style="list-style-type: none"> • 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). 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To 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: <ul style="list-style-type: none"> ◦ Its main features ◦ Singing in unison, the solo, lead vocal, backing vocals or rapping ◦ To know what the song is about and the meaning of the lyrics ◦ To know and explain the importance of warming up your voice <p><u>Skills</u></p> <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. <ul style="list-style-type: none"> • 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><u>Knowledge</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, 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 <p><u>Skills</u></p> <p>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.</p>	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief <ul style="list-style-type: none"> • 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><u>Skills</u></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Year 5	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on 	Rock Rap	Glockenspiels Ukuleles – external Singing	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ◦ Its main features ◦ Singing in unison, the solo, lead vocal, 	<p><u>Knowledge</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience

	<ul style="list-style-type: none"> ● 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 ○ The historical context of the songs. What else was going on at this time? <p><u>Skills</u></p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 	<p>the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. 			<ul style="list-style-type: none"> ● 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><u>Skills</u></p> <ul style="list-style-type: none"> ● 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) 	<p>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><u>Skills</u></p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<p>never been heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> ● 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 <p><u>Skills</u></p> <p>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.</p>	<ul style="list-style-type: none"> ● 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><u>Skills</u></p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Year 4	<p><u>Knowledge</u></p> <p>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"> ● 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><u>Skills</u></p>	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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><u>Skills</u></p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated 	Pop Grime Soul/Gospel	Glockenspiels Singing	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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><u>Skills</u></p> <ul style="list-style-type: none"> ● 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. 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice 	<p><u>Knowledge</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know

	<p>kills 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"> • 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. • 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>parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 			<ul style="list-style-type: none"> • 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><u>Skills</u></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To re-join the song if lost. • To listen to the group when singing. 	<p><u>Skills</u></p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<ul style="list-style-type: none"> • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music <p><u>Skills</u></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why
Year 3	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song <p><u>Skills</u></p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people’s thoughts about the music. 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder) <p><u>Skills</u></p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	R&B Reggae	Ukuleles – external for 2 terms Singing	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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><u>Skills</u></p> <ul style="list-style-type: none"> • 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). 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice <p><u>Skills</u></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To have an awareness of the pulse internally when singing. 	<p><u>Knowledge</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake <p><u>Skills</u></p> <p>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</p>	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn’t have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don’t know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music <p><u>Skills</u></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme.

								<ul style="list-style-type: none"> • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Year 2	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs, have a chorus or a response/answer part. • To know that songs have a musical style <p><u>Skills</u></p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader 		Tanko drumming Singing	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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><u>Knowledge</u></p> <ul style="list-style-type: none"> • 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><u>Skills</u></p> <ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. <p><u>Skills</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 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. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
Year 1	<p><u>Knowledge</u></p> <p>To know 5 songs off by heart.</p> <ul style="list-style-type: none"> • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. <p><u>Skills</u></p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing <p><u>Skills</u></p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. 		Glockenspiels Singing	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Knowledge</u></p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! <p><u>Skills</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 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 	<p><u>Knowledge</u></p> <p>A performance is sharing music with other people, called an audience</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.

		<ul style="list-style-type: none">• 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.					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.	
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