

	Y1	Y2	Y3	Y4	Y5	Y6
	• To know 5 songs off by	• To know five songs off	• To know five songs	• To know five songs	• To know five songs	• To know five songs
	heart.	by heart.	from memory and	from memory and	from memory, who	from memory, who
Listen and	<ul> <li>To know what the</li> </ul>	<ul> <li>To know some songs</li> </ul>	who sang them or	who sang them or	sang or wrote them,	sang or wrote them,
Appraise	songs are about.	have a chorus or a	wrote them.	wrote them.	when they were	when they were
•••	• To know and	response/answer part.	• To know the style of	• To know the style of	written and, if	written and why?
	recognise the sound	<ul> <li>To know that songs</li> </ul>	the five songs.	the five songs.	possible, why?	<ul> <li>To know the style of</li> </ul>
	and names of some of	have a musical style	<ul> <li>To choose one song</li> </ul>	<ul> <li>To choose one song</li> </ul>	<ul> <li>To know the style of</li> </ul>	the songs and to
	the instruments they	• To learn how they can	and be able to talk	and be able to talk	the five songs and to	name other songs
	use.	enjoy moving to music	about:	about:	name other songs	from the Units in
	• To learn how they can	by dancing, marching,	<ul> <li>Its lyrics: what the</li> </ul>	<ul> <li>Some of the style</li> </ul>	from the Units in	those styles.
	enjoy moving to music	being animals or pop	song is about	indicators of that song	those styles.	<ul> <li>To choose three or</li> </ul>
	by dancing, marching,	stars.	o Any musical	(musical	<ul> <li>To choose two or</li> </ul>	four other songs and
	being animals or pop	• To learn how songs	dimensions featured	characteristics that	three other songs and	be able to talk about:
	stars	can tell a story or	in the song, and where	give the song its style).	be able to talk about:	<ul> <li>The style indicators</li> </ul>
		describe an idea	they are used (texture,	o The lyrics: what the	<ul> <li>Some of the style</li> </ul>	of the songs (musical
			dynamics, tempo,	song is about.	indicators of the songs	characteristics that
			rhythm and pitch)	<ul> <li>Any musical</li> </ul>	(musical	give the songs their
			<ul> <li>Identify the main</li> </ul>	dimensions featured	characteristics that	style)
			sections of the song	in the song and where	give the songs their	o The lyrics: what the
			(introduction, verse,	they are used (texture,	style)	songs are about
			chorus etc.)	dynamics, tempo,	o The lyrics: what the	<ul> <li>Any musical</li> </ul>
			<ul> <li>Name some of the</li> </ul>	rhythm and pitch).	songs are about	dimensions featured
			instruments they	<ul> <li>Identify the main</li> </ul>	o Any musical	in the songs and
			heard in the song	sections of the song	dimensions featured	where they are used
			• To confidently identify	(introduction, verse,	in the songs and	(texture, dynamics,
			and move to the	chorus etc).	where they are used	tempo, rhythm, pitch
			pulse.		(texture, dynamics,	and timbre)



about the music.

'LEARNING TO LOVE. LOVING TO LEARN' O Name some of the • To think about what tempo, rhythm and Identify the the words of a song instruments they pitch) structure of the songs o Identify the main mean. heard in the song. (intro. verse. chorus sections of the songs • To confidently identify etc.) • To take it in turn to and move to the (intro, verse, chorus o Name some of the discuss how the song instruments used in pulse. etc.) makes them feel. O Name some of the the songs • Listen carefully and • To talk about the o The historical musical dimensions instruments they respectfully to other heard in the songs context of the songs. working together in people's thoughts o The historical What else was going about the music the Unit songs eg if context of the songs. on at this time. the song gets louder in What else was going musically and the chorus (dynamics). on at this time? historically? • Talk about the music To identify and move O Know and talk and how it makes to the pulse with ease. about that fact that them feel. • To think about the we each have a • Listen carefully and message of songs. musical identity respectfully to other • To compare two • To identify and move people's thoughts songs in the same to the pulse with about the music. style, talking about ease. • When you talk try to what stands out • To think about the use musical words. musically in each of message of songs. them, their similarities • To compare two and differences. songs in the same • Listen carefully and style, talking about respectfully to other what stands out people's thoughts musically in each of about the music. them, their • When you talk try to similarities and use musical words. differences. • To talk about the • Listen carefully and musical dimensions respectfully to other working together in people's thoughts the Unit songs.



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					• Talk about the music and how it makes you feel	<ul> <li>Use musical words when talking about the songs.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
Games	<ul> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul> <li>Know how to find and demonstrate the pulse.</li> <li>Know the difference between pulse and rhythm.</li> <li>Know how pulse, rhythm and pitch work together to create a song.</li> <li>Know that every piece of music has a pulse/steady beat.</li> <li>Know the difference between a musical question and an answer.</li> </ul>	<ul> <li>Know and be able to talk about:</li> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas</li> </ul>	<ul> <li>Know and be able to talk about:</li> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul> <li>Know and be able to talk about:</li> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>



				for the group to copy or respond to		
Singing	<ul> <li>To confidently sing or rap five songs from memory and sing them in unison.</li> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul> <li>To confidently know and sing five songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices</li> <li>Learn about voices singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader</li> </ul>	<ul> <li>To know and be able to talk about:</li> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> </ul>	<ul> <li>To know and be able to talk about:</li> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> </ul>	<ul> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To choose a song and be able to talk about:</li> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo. To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> </ul>	<ul> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice</li> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> </ul>



• To sing with • To enjoy exploring • To follow a leader • To follow a leader awareness of being 'in singing solo. when singing. when singing. tune' • To sing with • To experience rapping • To experience rapping • To have an awareness awareness of being 'in and solo singing. and solo singing. of the pulse internally tune'. To listen to each other • To listen to each other when singing. • To reioin the song if and be aware of how and be aware of how lost you fit into the group. you fit into the group. • To listen to the group • To sing with • To sing with when singing. awareness of being 'in awareness of being 'in tune'. tune'. • Learn the names of • Learn the names of To know and be able Playing to talk about. to talk about. to talk about. to talk about. the notes in their the notes in their • The instruments used • The instruments used • Different ways of • Different ways of instrumental part from instrumental part from writing music down memory or when memory or when in class (a in class (a writing music down written down. written down. glockenspiel, a glockenspiel, recorder e.g. staff notation. e.g. staff notation. symbols symbols • Learn the names of • Know the names of recorder) or xylophone). the instruments they untuned percussion To treat instruments • Other instruments • The notes C. D. E. F. G. • The notes C. D. E. F. G. are playing. instruments played in carefully and with they might play or be A. B + C on the treble A. B + C on the treble Treat instruments class. respect. played in a band or stave stave carefully and with Treat instruments • Play any one. or all of orchestra or by their • The instruments they • The instruments they four. differentiated friends. might play or be might play or be carefully and with respect. parts on a tuned To treat instruments played in a band or played in a band or Play a tuned respect. orchestra or by their instrumental part with • Learn to play a tuned instrument – a onecarefully and with orchestra or by their friends friends note, simple or respect. the song they instrumental part that matches their musical medium part or the • Play a musical Play a musical perform. • Play any one, or all melody of the song) four. differentiated challenge, using one of instrument with the instrument with the • Learn to play an from memory or using instrumental part that the differentiated parts on a tuned correct technique correct technique parts (a one-note, notation. within the context of matches their musical instrument – a onewithin the context of challenge, using one of simple or medium • To rehearse and note, simple or the Unit song. the Unit song. the differentiated part). perform their part medium part or the • Select and learn an • Select and learn an • Play the part in time within the context of melody of the song instrumental part that instrumental part that parts (a one-note part, from memory or using the Unit song. a simple part, medium with the steady pulse. matches their musical matches their musical notation. part). challenge, using one of challenge, using one of



					L.	EARNING TO LOVE, LOVING TO LEARN
	<ul> <li>Listen to and follow</li> </ul>	<ul> <li>Listen to and follow</li> </ul>	• To listen to and follow	<ul> <li>To rehearse and</li> </ul>	the differentiated	the differentiated
	musical instructions	musical instructions	musical instructions	perform their part	parts – a one-note,	parts – a one-note,
	from a leader.	from a leader.	from a leader	within the context of	simple or medium part	simple or medium part
				the Unit song.	or the melody of the	or the melody of the
				<ul> <li>To listen to and follow</li> </ul>	song from memory or	song from memory or
				musical instructions	using notation.	using notation.
				from a leader.	<ul> <li>To rehearse and</li> </ul>	<ul> <li>To rehearse and</li> </ul>
				<ul> <li>To experience leading</li> </ul>	perform their part	perform their part
				the playing by making	within the context of	within the context of
				sure everyone plays in	the Unit song.	the Unit song.
				the playing section of	<ul> <li>To listen to and follow</li> </ul>	<ul> <li>To listen to and follow</li> </ul>
				the song.	musical instructions	musical instructions
					from a leader.	from a leader.
					<ul> <li>To lead a rehearsal</li> </ul>	<ul> <li>To lead a rehearsal</li> </ul>
					session	session
	Improvisation is about	<ul> <li>Improvisation is</li> </ul>	To know and be able	To know and be able	To know and be able	To know and be able
Improvisation	making up your own	making up your own	to talk about	to talk about	to talk about	to talk about
•	tunes on the spot.	tunes on the spot.	improvisation:	improvisation:	improvisation:	improvisation:
	When someone	When someone	<ul> <li>Improvisation is</li> </ul>	<ul> <li>Improvisation is</li> </ul>	<ul> <li>Improvisation is</li> </ul>	<ul> <li>Improvisation is</li> </ul>
	improvises, they make	improvises, they make	making up your own	making up your own	making up your own	making up your own
	up their own tune that	up their own tune that	tunes on the spot	tunes on the spot	tunes on the spot	tunes on the spot
	has never been heard	has never been heard	<ul> <li>When someone</li> </ul>	When someone	<ul> <li>When someone</li> </ul>	<ul> <li>When someone</li> </ul>
	before.	before. It is not	improvises, they make	improvises, they make	improvises, they make	improvises, they make
		written down and	up their own tune that	up their own tune that	up their own tune that	up their own tune that
		belongs to them.	has never been heard	has never been heard	has never been heard	has never been heard
		<ul> <li>Everyone can</li> </ul>	before. It is not	before. It is not	before. It is not	before. It is not
		improvise, and you	written down and	written down and	written down and	written down and
		can use one or two	belongs to them	belongs to them.	belongs to them.	belongs to them.
		notes	<ul> <li>To know that using</li> </ul>	<ul> <li>To know that using</li> </ul>	<ul> <li>To know that using</li> </ul>	<ul> <li>To know that using</li> </ul>
			one or two notes	one or two notes	one or two notes	one or two notes
			confidently is better	confidently is better	confidently is better	confidently is better
			than using five	than using five	than using five	than using five



					1	EARNING TO LOVE, LOVING TO LEARN
			• To know that if you improvise using the notes you are given, you cannot make a mistake	<ul> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well- known improvising musicians</li> </ul>	<ul> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and ticks you have heard in the Challenges in your improvisations</li> <li>To know three well- known improvising musicians</li> </ul>
Composition	<ul> <li>Composing is like writing a story with music.</li> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul> <li>Composing is like writing a story with music.</li> <li>Help create three simple melodies with the Units using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul> <li>To know and be able to talk about:</li> <li>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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>Help create at least one simple melody using one, three or five different notes.</li> </ul>	<ul> <li>To know and be able to talk about:</li> <li>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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>Help create at least one simple melody using one, three or all five different notes.</li> </ul>	<ul> <li>To know and be able to talk about:</li> <li>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.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection</li> </ul>	<ul> <li>To know and be able to talk about:</li> <li>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.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection</li> </ul>



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			<ul> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any</li> </ul>	<ul> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any</li> </ul>	<ul> <li>between sound and symbol</li> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make</li> </ul>	<ul> <li>between sound and symbol</li> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make</li> </ul>
	• A performance is	• A performance is	about pulse, rhythm, pitch, dynamics and tempo. • Record the	about pulse, rhythm, pitch, dynamics and tempo. • Record the	<ul><li>structure of the melody.</li><li>Listen to and reflect upon the developing</li></ul>	<ul><li>structure of the melody.</li><li>Listen to and reflect upon the developing</li></ul>
Performance	• A performance is sharing music with other people, called an audience	<ul> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and</li> </ul>	<ul> <li>Performing is sharing music with other people, an audience</li> </ul>	<ul> <li>Performing is sharing music with other people, an audience</li> </ul>	<ul> <li>Performing is sharing music with other people, an audience</li> </ul>	<ul> <li>Performing is sharing music with an audience with belief</li> </ul>



'LEARNING TO LOVE, LOVING TO LEARN'

· Channe a start three					
Choose a song they	involve a class, a year	A performance	A performance	A performance	A performance
have learnt from the	group or a whole	doesn't have to be a	doesn't have to be a	doesn't have to be a	doesn't have to be a
Scheme and perform	school.	drama! It can be to	drama! It can be to	drama! It can be to	drama! It can be to
it.	<ul> <li>An audience can</li> </ul>	one person or to each	one person or to each	one person or to each	one person or to each
<ul> <li>They can add their</li> </ul>	include your parents	other	other	other	other
ideas to the	and friends.	<ul> <li>You need to know and</li> </ul>	<ul> <li>You need to know and</li> </ul>	<ul> <li>Everything that will be</li> </ul>	<ul> <li>Everything that will be</li> </ul>
performance.	<ul> <li>Choose a song they</li> </ul>	have planned	have planned	performed must be	performed must be
Record the	have learnt from the	everything that will be	everything that will be	planned and learned	planned and learned
performance and say	Scheme and perform	performed	performed	<ul> <li>You must sing or rap</li> </ul>	<ul> <li>You must sing or rap</li> </ul>
how they were feeling	it.	<ul> <li>You must sing or rap</li> </ul>	<ul> <li>You must sing or rap</li> </ul>	the words clearly and	the words clearly and
about it.	<ul> <li>They can add their</li> </ul>	the words clearly and	the words clearly and	play with confidence	play with confidence
	ideas to the	play with confidence	play with confidence	• A performance can be	• A performance can be
	performance.	• A performance can be	• A performance can be	a special occasion and	a special occasion and
	<ul> <li>Record the</li> </ul>	a special occasion and	a special occasion and	involve an audience	involve an audience
	performance and say	involve an audience	involve an audience	including of people	including of people
	how they were feeling	including of people	including of people	you don't know	you don't know
	about it.	you don't know	you don't know	<ul> <li>It is planned and</li> </ul>	<ul> <li>It is planned and</li> </ul>
		<ul> <li>It is planned and</li> </ul>	<ul> <li>It is planned and</li> </ul>	different for each	different for each
		different for each	different for each	occasion	occasion
		occasion	occasion	• A performance	• A performance
		<ul> <li>It involves</li> </ul>	<ul> <li>It involves</li> </ul>	involves	involves
		communicating	communicating	communicating ideas,	communicating ideas,
		feelings, thoughts and	feelings, thoughts and	thoughts and feelings	thoughts and feelings
		ideas about the	ideas about the	about the song/music	about the song/music
		song/music	song/music	• To choose what to	<ul> <li>To choose what to</li> </ul>
			• To choose what to	perform and create a	perform and create a
			perform and create a	programme.	programme.
			programme.	• To communicate the	• To communicate the
			<ul> <li>Present a musical</li> </ul>	meaning of the words	meaning of the words
			performance designed	and clearly articulate	and clearly articulate
			to capture the	them.	them.
			audience.		



• To communicate the • To talk about the • To talk about the meaning of the words venue and how to use venue and how to use and clearly articulate it to best effect. it to best effect. • To record the • To record the them. • To talk about the best performance and performance and compare it to a compare it to a place to be when performing and how previous performance. previous performance. to stand or sit. • To discuss and talk • To discuss and talk musically about it – musically about it -• To record the performance and say "What went well?" "What went well?" how they were feeling, and "It would have and "It would have what they were been even better been even better if...?" if...?" pleased with what they would change and why