



Music - Progression of Knowledge and Skills

Vocabulary

Nursery: fast, slow, quiet, loud, high, low, drum, tambourine, bell, triangle

Reception: faster, slower, louder, quieter, beat, pattern, long, short, perform, instrument, guitar, keyboard, voice

Year 1: pulse, rhythm, pitch, rap, improvise, compose, melody, bass, trumpets, audience

Year 2: tempo, dynamics, unison, saxophone, percussion

Year 3: structure, introduction/intro, verse, chorus, musical notations, symbol, synthesizer, texture, organ

Year 4: hook, riff, solo, pentatonic scale, rhythm patterns, choreography, backing vocal, acoustic/electric guitar

Year 5: rock, bridge, backbeat, amplifier, syncopation, structure, note names, note values, ballad, strings

Year 6: style indicators, dimensions of music, by ear, ostinato, phrases, harmony

Progression of Knowledge								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & appraising	To be familiar with 10 - 20 rhymes	To know nursery rhymes by heart To know the stories of the nursery rhymes	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.	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.	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 	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> 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? 	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. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity

Musical activities (explore and create)	To move freely to music	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady bat. Know the difference between a musical question and an answer.	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
Singing	To sing, chant or rap nursery rhymes and simple songs.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	To confidently sing or rap five songs from memory and sing them in unison.	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.	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice	<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

Playing	Explore instruments and begin to name them	Explore and play instruments, beginning to show understanding of the dimensions of music Name a wider range of instruments	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	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.	To know and be able to talk about: The instruments used in class (glockenspiel)	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends	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	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
Improvisation	NA	NA	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!	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 know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians	To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians
Composition	To understand how sounds can represent different things	To understand how sounds can represent different things And use voices and instruments to depict familiar characters	To begin to understand that composing is like writing a story with music. Beginning to understand that we can write musical cues to help others understand how high, low, quiet or loud to play	To be able to talk about how themes can be used to compose pieces of music. To become familiar with the work of one composer Use graphics, symbols, dot notation and stick notation, as appropriate, to keep a record of compositions.	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. To become familiar with the work of two composers. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) How to interpret western classical stave notation	To know and be able to talk about: A composition: is a piece of work 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 Become familiar with the work of four composers	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 Become familiar with the work of five composers Understand that music combines many different compositional techniques

<p style="text-align: center;">Sharing and Performing</p>	<p>Share some familiar songs and play instruments together and for each other to listen to.</p> <p>Begin to watch a performance for short periods of times</p>	<p>To know a performance is sharing music.</p> <p>Perform a selection of familiar songs</p> <p>Watch performance for longer periods of time.</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</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 ● 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
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Progression of skills								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & appraising	<p>To move to music</p> <p>To begin to talk about how music makes them feel</p>	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</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. 	<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.

Musical activities	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel</p>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns</p>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</p> <p>Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>here are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</p> <p>Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythm patterns 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation <p>Question and answer using three different notes</p>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation <p>Question and answer using three different notes</p>
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Singing	<p>To sing well-known songs</p> <p>To sing in a small group and with whole class</p>	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>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>	<p>Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing</p>	<p>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>	<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'. 	<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. ● 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'
Playing	<p>To begin to explore and create sounds by selecting instruments</p>	<p>To choose sounds and instruments for a specific purpose</p>	<p>Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p>	<p>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.</p>	<p>To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<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"> ● 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.

Improvisation	NA	NA	<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>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>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>Bronze Challenge:</p> <ul style="list-style-type: none"> o Copy Back – Listen and sing back o Play and Improvise – Using instruments, listen and play your own answer using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes. 	<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. Bronze Challenge:</p> <ul style="list-style-type: none"> o Copy Back – Listen and sing back melodic patterns o Play and Improvise – Using instruments, listen and play your own answer using one note. o Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes. 	<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> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. 	<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> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. 4. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
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Composition	Create musical sounds, linked to the dimensions of music, using voices and instruments	To investigate producing and organising sounds and make decisions to create their own musical patterns.	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.	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.	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).	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<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). 	<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>Share/perform some familiar songs and nursery rhymes</p> <p>Perform any of the nursery rhymes by singing and adding actions</p> <p>Record the performance to talk about.</p> <p>Copy basic actions</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p> <p>Create actions</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>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.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</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...?” 	<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...?”

Interrelated Dimensions of Music (dimensions of music)

Pulse: the regular, steady heartbeat of the music

Rhythm: long and short sounds or patterns that happen over the pulse

Pitch: how high or low the music is

Tempo: the speed of the music (fast, slow, moderate)

Dynamics: how loud or quiet the music is

Timbre: the sound's quality of a note and what makes it different to other musical sounds (sharp, brassy, dull, muffled, bright)

Texture: layers of sound (working together to make music sound varied and interesting to listen to)

Structure: every piece of music has a structure e.g. an introduction/exposition, themes/verses and choruses, ending.

Notation: the link between a sound and how it is represented