

**Music - Progression of Knowledge and Skills**

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| 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 heartTo 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 theinstruments 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:○ Its lyrics: what the song is about○ Any musical dimensions featured in the song, and where theyare 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 thatgive 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 theywere written and, if possible, why?To know the style of the five songs and to name other songs from theUnits in those styles.To choose two or three other songs and be able to talk about:○ Some of the style indicators of the songs (musicalcharacteristics that give the songs their style)○ The lyrics: what the songs are about○ Any musical dimensions featured in the songs and where theyare used (texture, dynamics, tempo, rhythm and pitch)○ Identify the main sections of the songs (intro, verse, chorusetc.)○ Name some of the instruments they heard in the songs○ The historical context of the songs. What else was going on atthis time? | To know five songs from memory, who sang or wrote them, when theywere written and why?To know the style of the songs and to name other songs from theUnits in those styles.To choose three or four other songs and be able to talk about:○ The style indicators of the songs (musical characteristics thatgive the songs their style)○ The lyrics: what the songs are about○ Any musical dimensions featured in the songs and where theyare 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 atthis time, musically and historically?○ Know and talk about that fact that we each have a musicalidentity |
| 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, favouritefood, 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, favouritefood, colours and animals.Rhythms are different from the steady pulse.We add high and low sounds, pitch, when we sing and play ourinstruments. | 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 togetherPulse: Finding the pulse – the heartbeat of the musicRhythm: the long and short patterns over the pulseKnow the difference between pulse and rhythmPitch: High and low sounds that create melodiesHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy orrespond to | Know and be able to talk about:How pulse, rhythm, pitch, tempo, dynamics, texture and structure worktogether and how they connect in a songHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy orrespond to | Know and be able to talk about:How pulse, rhythm, pitch, tempo, dynamics, texture and structurework together to create a song or musicHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy orrespond 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 (spokenword).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 choirLeader or conductor: A person who the choir or group followSongs can make you feel different things e.g. happy, energetic or sadSinging as part of an ensemble or large group is fun, but that you mustlisten to each otherTo know why you must warm up your voice | To know and be able to talk about:Singing in a group can be called a choirLeader or conductor: A person who the choir or group followSongs can make you feel different things e.g. happy, energetic or sadSinging as part of an ensemble or large group is fun, but that you mustlisten to each otherTexture: How a solo singer makes a thinner texture than a large groupTo 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 orrapping○ To know what the song is about and the meaning of the lyrics○ To know and explain the importance of warming 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 know about the style of the songs so you can represent the feelingand context to your audience● To choose a song and be able to talk about:○ Its main features○ Singing in unison, the solo, lead vocal, backing vocals orrapping○ 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 musicName a wider range of instruments | Learn the names of the notes in their instrumental part from memoryor when written down.Learn the names of the instruments they are playing | Learn the names of the notes in their instrumental part from memoryor 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 orchestraor by their friends | To know and be able to talk about:Different ways of writing music down – e.g. staff notation, symbolsThe notes C, D, E, F, G, A, B + C on the treble staveThe instruments they might play or be played in a band or orchestra orby 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 orchestraor 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 hasnever 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 hasnever 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 spotWhen someone improvises, they make up their own tune that hasnever been heard before. It is not written down and belongs to themTo know that using one or two notes confidently is better than usingfiveTo know that if you improvise using the notes you are given, youcannot make a mistake | To know and be able to talk about improvisation:Improvisation is making up your own tunes on the spotWhen someone improvises, they make up their own tune that hasnever been heard before. It is not written down and belongs to them.To know that using one or two notes confidently is better than usingfiveTo know that if you improvise using the notes you are given, youcannot make a mistakeTo know that you can use some of the riffs you have heard in theChallenges in your improvisations | To know and be able to talk about improvisation:Improvisation is making up your own tunes on the spotWhen someone improvises, they make up their own tune that hasnever been heard before. It is not written down and belongs to them.To know that using one or two notes confidently is better than usingfiveTo know that if you improvise using the notes you are given, youcannot make a mistakeTo know that you can use some of the riffs you have heard in theChallenges in your improvisationsTo 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 hasnever been heard before. It is not written down and belongs to them.● To know that using one, two or three notes confidently is better thanusing five● To know that if you improvise using the notes you are given, youcannot make a mistake● To know that you can use some of the riffs and licks you have learntin 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 thingsAnd 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 composerUse 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 yourfriends.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 yourfriends.A composition has pulse, rhythm and pitch that work together and areshaped by tempo, dynamics, texture and structureNotation: recognise the connection between sound and symbolBecome 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 yourfriends.A composition has pulse, rhythm and pitch that work together and areshaped by tempo, dynamics, texture and structureNotation: recognise the connection between sound and symbolBecome familiar with the work of five composersUnderstand that music combines many different compositional techniques |
| Sharing and Performing | Share some familiar songs and play instruments together and for each other to listen to.Begin to watch a performance for short periods of times | To know a performance is sharing music. Perform a selection of familiar songs Watch performance for longer periods of time. | A performance is sharing music with other people, called an audience. | A performance is sharing music with an audience.A performance can be a special occasion and involve a class, a yeargroup or a whole school.An audience can include your parents and friends. | To know and be able to talk about:Performing is sharing music with other people, an audienceA performance doesn’t have to be a drama! It can be to one person orto each otherYou need to know and have planned everything that will beperformedYou must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audienceincluding of people you don’t knowIt is planned and different for each occasionIt involves communicating feelings, thoughts and ideas about thesong/music | To know and be able to talk about:Performing is sharing music with other people, an audienceA performance doesn’t have to be a drama! It can be to one person orto each otherYou need to know and have planned everything that will be performedYou must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audienceincluding of people you don’t knowIt is planned and different for each occasionIt involves communicating feelings, thoughts and ideas about thesong/music | To know and be able to talk about:Performing is sharing music with other people, an audienceA performance doesn’t have to be a drama! It can be to one person orto each otherEverything that will be performed must be planned and learnedYou must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audienceincluding of people you don’t knowIt is planned and different for each occasionA performance involves communicating ideas, thoughts and feelingsabout the song/music | To know and be able to talk about:● Performing is sharing music with an audience with belief● A performance doesn’t have to be a drama! It can be to one person orto 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 audienceincluding of people you don’t know● It is planned and different for each occasion● A performance involves communicating ideas, thoughts and feelingsabout 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 | To move to musicTo begin to talk about how music makes them feel | To learn that music can touch your feelings.To enjoy moving to music by dancing, marching, being animals or Pop stars. | To learn how they can enjoy moving to music by dancing, marching, beinganimals or pop stars. | 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. | 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 themusic. | To confidently identify and move to the pulse.To talk about the musical dimensions working together in the Unitsongs 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 themusic.When you talk try to use musical words. | ● 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 standsout musically in each of them, their similarities and differences.● Listen carefully and respectfully to other people’s thoughts about themusic.● When you talk try to use musical words.● To talk about the musical dimensions working together in the Unitsongs.● Talk about the music and how it makes you feel. | ● 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 standsout musically in each of them, their similarities and differences.● Listen carefully and respectfully to other people’s thoughts about themusic.● Use musical words when talking about the songs.● To talk about the musical dimensions working together in the Unitsongs.● Talk about the music and how it makes you feel, using musicallanguage to describe the music. |
| Musical activities | 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:Find the pulse by copying a character in a nursery rhyme, imagininga similar character or object and finding different ways to keep the pulse.Copy basic rhythm patterns of single words, building to short phrasesfrom the song/s.Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on aglockenspiel | 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:Find the pulse by copying a character in a nursery rhyme, imagininga similar character or object and finding different ways to keep the pulse.Copy basic rhythm patterns of single words, building to short phrasesfrom the song/s.Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on aglockenspiel.Invent a pattern using one pitched note, keep the pulse throughoutwith a single note and begin to create simple 2-note patterns to accompany the song.Extension ActivityAdding a 2-note melody to the rhythm of the words.Playing with two pitched notes to invent musical patterns | There are progressive Warm-up Games and Challenges within each Unit thatembed pulse, rhythm and pitch. Children will complete the following inrelation to the main song:Game 1 – Have Fun Finding The Pulse!Find the pulse. Choose an animal and find the pulseGame 2 – Rhythm Copy BackListen to the rhythm and clap back. Copy back short rhythmic phrasesbased on words, with one and two syllables whilst marching to thesteady beat.Game 3 – Rhythm Copy Back, Your TurnCreate rhythms for others to copyGame 4 – Pitch Copy Back and Vocal Warm-up 1Listen and sing back. Use your voices to copy back using ‘la’, whistmarching to the steady beatGame 4a – Pitch Copy Back and Vocal Warm-up 2Listen and sing back, and some different vocal warm-ups. Use yourvoices to copy back using ‘la’ | here are progressive Warm-up Games and Challenges within each Unit thatembed pulse, rhythm and pitch. Children will complete the following inrelation to the main song:Game 1 – Have Fun Finding the Pulse!FInd the pulse. Choose an animal and find the pulse.Game 2 – Rhythm Copy BackListen to the rhythm and clap back. Copy back short rhythmic phrasesbased on words, with one and two syllables whilst marching thesteady beat.Game 3 – Rhythm Copy Back, Your TurnCreate rhythms for others to copy.Game 4 – Pitch Copy Back and Vocal Warm-up 1Listen and sing back. Use your voices to copy back using ‘la’, whilstmarching the steady beat.Game 4a – Pitch Copy Back and Vocal Warm-up 2Listen and sing back, and some different vocal warm-ups. Use yourvoices to copy back using ‘la’. | Using the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using two notes:1. Find the Pulse2. Rhythm Copy Back:a. Bronze: Clap and say back rhythmsb. Silver: Create your own simple rhythm patternsc. Gold: Perhaps lead the class using their simple rhythms3. Pitch Copy Back Using 2 Notesa. Bronze: Copy back – ‘Listen and sing back’ (no notation)b. Silver: Copy back with instruments, without then with notationc. Gold: Copy back with instruments, without and then withnotation4. Pitch Copy Back and Vocal Warm-ups | Using the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using two notes:1. Find the Pulse2. Rhythm Copy Back:a. Bronze: Clap and say back rhythmsb. Silver: Create your own simple rhythm patternsc. Gold: Perhaps lead the class using their simple rhythms3. Pitch Copy Back Using 2 Notesa. Bronze: Copy back – ‘Listen and sing back’ (no notation)b. Silver: Copy back with instruments, without then with notationc. Gold: Copy back with instruments, without and then withnotation4. Pitch Copy Back and Vocal Warm-ups | Using the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using three notes:● Bronze Challenge○ Find the pulse○ Copy back rhythms based on the words of the main song, thatinclude syncopation/off beat○ Copy back one-note riffs using simple and syncopated rhythmpatterns● Silver Challenge○ Find the pulse○ Lead the class by inventing rhythms for others to copy back○ Copy back two-note riffs by ear and with notation○ Question and answer using two different notes● Gold Challenge○ Find the pulse○ Lead the class by inventing rhythms for them to copy back○ Copy back three-note riffs by ear and with notation○ Question and answer using three different notes | Using the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using three notes:● Bronze Challenge○ Find the pulse○ Copy back rhythms based on the words of the main song, thatinclude syncopation/off beat○ Copy back one-note riffs using simple and syncopated rhythmpatterns● Silver Challenge○ Find the pulse○ Lead the class by inventing rhythms for others to copy back○ Copy back two-note riffs by ear and with notation○ Question and answer using two different notes● Gold Challenge● Find the pulse● Lead the class by inventing rhythms for them to copy back● Copy back three-note riffs by ear and with notation● Question and answer using three different notes |
| Singing | To sing well-known songsTo sing in a small group and with whole class | To sing along with a pre-recorded song and add actions.To sing along with the backing track. | 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. | 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. | 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 | 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. | ● 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’. | ● 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 | To begin to explore and create sounds by selecting instruments | To choose sounds and instruments for a specific purpose | 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 musicalchallenge, using one of the differentiated parts (a one-note part, asimple part, medium part).Listen to and follow musical instructions from a leader. | Treat instruments carefully and with respect.Learn to play a tuned instrumental part that matches their musicalchallenge, using one of the differentiated parts (a one-note, simple ormedium part).Play the part in time with the steady pulse.Listen to and follow musical instructions from a leader. | 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) frommemory 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 treat instruments carefully and with respect.Play any one, or all four, differentiated parts on a tuned instrument – aone-note, simple or medium part or the melody of the song frommemory 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 inthe playing section of the song. | ● Play a musical instrument with the correct technique within the contextof the Unit song.● Select and learn an instrumental part that matches their musicalchallenge, using one of the differentiated parts – a one-note, simple ormedium part or the melody of the song from memory or usingnotation.● 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 | ● Play a musical instrument with the correct technique within thecontext of the Unit song.● Select and learn an instrumental part that matches their musicalchallenge, using one of the differentiated parts – a one-note, simpleor medium part or the melody of the song from memory or usingnotation.● 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 | Use the improvisation tracks provided. Improvise using the three challenges:1. Clap and Improvise – Listen and clap back, then listen and clap yourown answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen andsing back, then listen and play your own answer using one or twonotes.3. Improvise! – Take it in turns to improvise using one or two notes. | Use the improvisation tracks provided. Improvise using the three challenges:1. Clap and Improvise – Listen and clap back, then listen and clap yourown answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and singback, 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. | Improvise using instruments in the context of the song they are learning toperform. Using the improvisation tracks provided, children will complete theBronze, Silver or Gold Challenges:Bronze Challenge:○ Copy Back – Listen and sing back○ Play and Improvise – Using instruments, listen and play yourown answer using one note.○ Improvise! – Take it in turns to improvise using one note.Silver Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, using two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using one or two notes.○ Improvise! – Take it in turns to improvise using one or twonotes.Gold Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using two different notes.○ Improvise! – Take it in turns to improvise using three differentnotes. | Improvise using instruments in the context of a song they are learning toperform. Use the improvisation tracks provided and improvise using theBronze, Silver or Gold Challenges. Bronze Challenge:○ Copy Back – Listen and sing back melodic patterns○ Play and Improvise – Using instruments, listen and play yourown answer using one note.○ Improvise! – Take it in turns to improvise using one note.Silver Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, using two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using one or two notes.○ Improvise! – Take it in turns to improvise using one or twonotes.Gold Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using two different notes.○ Improvise! – Take it in turns to improvise using three differentnotes. | Improvise using instruments in the context of a song to be performed. Use theimprovisation tracks provided and improvise using the Bronze, Silver or GoldChallenges.1. Play and Copy Back○ Bronze – Copy back using instruments. Use one note.○ Silver – Copy back using instruments. Use the two notes.○ Gold – Copy back using instruments. Use the three notes.2. Play and Improvise You will be using up to three notes:○ Bronze – Question and Answer using instruments. Use onenote in your answer.○ Silver – Question and Answer using instruments. Use twonotes in your answer. Always start on a G.○ Gold – Question and Answer using instruments. Use threenotes in your answer. Always start on a G.3. Improvisation! You will be using up to three notes. The notes will beprovided on-screen and in the lesson plan:○ Bronze – Improvise using one note.○ Silver – Improvise using two notes.○ Gold – Improvise using three notes. | Improvise using instruments in the context of a song to be performed. Use theimprovisation tracks provided and improvise using the Bronze, Silver or GoldChallenges.1. Play and Copy Back○ Bronze – Copy back using instruments. Use one note.○ Silver – Copy back using instruments. Use the two notes.○ Gold – Copy back using instruments. Use the three notes.2. Play and Improvise You will be using up to three notes:○ Bronze – Question and Answer using instruments. Use onenote in your answer.○ Silver – Question and Answer using instruments. Use twonotes in your answer. Always start on a G.○ Gold – Question and Answer using instruments. Use threenotes in your answer. Always start on a G.3. Improvisation! You will be using up to three notes. The notes will beprovided on-screen and in the lesson plan:○ Bronze – Improvise using one note.○ Silver – Improvise using two notes.○ Gold – Improvise using three notes.4. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova andSwing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) |
| 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 andchanged if necessary. | Help create three simple melodies with the Units using one, three orfive different notes.Learn how the notes of the composition can be written down andchanged if necessary. | Help create at least one simple melody using one, three or fivedifferent notes.Plan and create a section of music that can be performed within thecontext of the unit song.Talk about how it was created.Listen to and reflect upon the developing composition and makemusical decisions about pulse, rhythm, pitch, dynamics and tempo.Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). | Help create at least one simple melody using one, three or all fivedifferent notes.Plan and create a section of music that can be performed within thecontext of the unit song.Talk about how it was created.Listen to and reflect upon the developing composition and makemusical decisions about pulse, rhythm, pitch, dynamics and tempo.Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). | ● Create simple melodies using up to five different notes and simplerhythms 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 makemusical decisions about how the melody connects with the song.● Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). | ● Create simple melodies using up to five different notes and simplerhythms 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 makemusical decisions about how the melody connects with the song.● Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). |
| Sharing and performing | Share/perform some familiar songs and nursery rhymesPerform any of the nursery rhymes by singing and adding actions Record the performance to talk about.Copy basic actions | Perform any of the nursery rhymes by singing and adding actions or dance.Perform any nursery rhymes or songs adding a simple instrumentalpart.Record the performance to talk about.Create actions | 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. | 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. | To choose what to perform and create a programme.To communicate the meaning of the words and clearly articulate them.To talk about the best place to be when performing and how to standor sit.To record the performance and say how they were feeling, what theywere pleased with what they would change and why. | 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 standor sit.To record the performance and say how they were feeling, what theywere pleased with what they would change and why. | ● 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 “Itwould have been even better if...?” | ● To choose what to perform and create a programme.● To communicate the meaning of the words and clearly articulatethem.● 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 “Itwould 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 sounds 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