Music Progression Map – Whole School

The develop	rts and Design- EYFS Statutory Educational Programme: ment of children's artistic and cultural awareness supports their imagination and creativity. It is	Music – National Curriculum Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as			
wide range o developing th frequency, re	at children have regular opportunities to engage with the arts, enabling them to explore and play with a f media and materials. The quality and variety of what children see, hear and participate in is crucial for heir understanding, self-expression, vocabulary and ability to communicate through the arts. The epetition and depth of their experiences are fundamental to their progress in interpreting and what they hear, respond to and observe.				
Birth to 3	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	KEY STAGE 1 Use voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high	KEY STAGE 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control		
3 and 4 year olds	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	and expression. Improvise and compose music for a range of purpose using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.		
Reception	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		Use and understand staff and other musical notations Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.		
ELG	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.		Develop an understanding of the history of music.		

KNOWLEDGE AND SKILLS BY YEAR GROUP

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KEY VOCABULARY Including the interrelated dimensions of music: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation	Pulse, rhythm, pitch, high, low, loud, quiet, start, stop, sounds, instruments, listen, move, dance, song	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, tempo, rap, congo, rondo, concerto, phrase, Funk	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

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	Birth to 3:	Reception:	Knowledge: Sing a range of	Knowledge: To know five	Knowledge: To know five	Knowledge: To know five	Knowledge: To know five	Knowledge:
	Show	Listen	well-known nursery	songs off by heart. To know	songs from memory and who	songs from memory and	songs from memory, who	To know five songs from
	attention to	attentively,	rhymes and songs.	some songs have a chorus or	sang them or wrote them. To	who sang them or wrote	sang or wrote them, when	memory, who sang or wrote
	sounds and	move to and	Perform songs, rhymes,	a response/answer part. To	know the style of the five	them. To know the style of	they were written and, if	them, when they were written
	music.	talk about	poems and stories with	know that songs have a	songs. To choose one song	the five songs. To choose	possible, why? To know the	and why? To know the style of
	Respond	music,	others, and – when	musical style.	and be able to talk about: Its	one song and be able to	style of the five songs and to	the songs and to name other
	emotionally	expressing	appropriate- try to move		lyrics: what the song is	talk about: Some of the	name other songs from the	songs from the Units in those
	and physically	their feelings	in time with music.	Skills: To learn how they can	about. Any musical	style indicators of that	Units in those styles. To	styles. To choose three or four
ല്	to music	and	Skills: To learn how they	enjoy moving to music by	dimensions featured in the	song (musical	choose two or three other	other songs and be able to talk
	when it	responses.	can enjoy moving to music	dancing, marching, being	song, and where they are	characteristics that give	songs and be able to talk	about: O The style indicators of
ie	changes.	Watch and	by dancing, marching,	animals or pop stars. To	used (texture, dynamics,	the song its style). The	about: O Some of the style	the songs (musical characteristics
L.	Move and	talk about	being animals or pop stars.	learn how songs can tell a	tempo, rhythm and pitch).	lyrics: what the song is	indicators of the songs	that give the songs their style) ○
Appraising	dance to	dance and		story or describe an idea.	Identify the main sections of	about. Any musical	(musical characteristics that	The lyrics: what the songs are
A	music.	performance			the song (introduction,	dimensions featured in the	give the songs their style) O	about O Any musical dimensions
7	Anticipate	art,			verse, chorus etc.) Name	song and where they are	The lyrics: what the songs	featured in the songs and where
and	phrases and	expressing			some of the instruments	used (texture, dynamics,	are about O Any musical	they are used (texture, dynamics,
	actions in	their feelings			they heard in the song	tempo, rhythm and pitch).	dimensions featured in the	tempo, rhythm, pitch and timbre)
60	rhymes and	and			Skills: To confidently identify	Identify the main sections	songs and where they are	 Identify the structure of the
Listening	songs, like	responses.			and move to the pulse. To	of the song (introduction,	used (texture, dynamics,	songs (intro, verse, chorus etc.) O
L L	'Peepo'.	Sing in a			think about what the words	verse, chorus etc). Name	tempo, rhythm and pitch) O	Name some of the instruments
, t	Explore their	group or on			of a song mean. To take it in	some of the instruments	Identify the main sections of	used in the songs \circ The historical
-12	voices and	their own,			turn to discuss how the song	they heard in the song.	the songs (intro, verse,	context of the songs. What else
_	enjoy making	increasingly			makes them feel. Listen	Skills: To confidently	chorus etc.) <pre>O Name some of</pre>	was going on at this time,
	sounds. Join	matching the			carefully and respectfully to	identify and move to the	the instruments they heard	musically and historically? O
	in with songs	pitch and			other people's thoughts	pulse. To talk about the	in the songs O The historical	Know and talk about that fact
	and rhymes,	following the			about the music.	musical dimensions	context of the songs. What	that we each have a musical
	making	melody.				working together in the	else was going on at this	identity
	some sounds.	Explore and				Unit songs eg if the song	time?	Skills: To identify and move to
	Make	engage in				gets louder in the chorus	Skills: To identify and move	the pulse with ease. To think
	rhythmical	music making				(dynamics). Talk about the	to the pulse with ease. To	about the message of songs. To
	and repetitive	and dance,				music and how it makes	think about the message of	compare two songs in the same
	sounds.	performing				them feel. Listen carefully	songs. To compare two	style, talking about what stands
	Explore a	solo or in				and respectfully to other	songs in the same style,	out musically in each of them,
	range of	groups.				people's thoughts about	talking about what stands	their similarities and differences.
	sound makers	51.02				the music. When you talk	out musically in each of	Listen carefully and respectfully
	and	ELG's				try to use musical words.	them, their similarities and	to other people's thoughts about
	instruments	Sing a range					differences. Listen carefully	the music. Use musical words
	and play	of well-					and respectfully to other	when talking about the songs. To
	them in	known					people's thoughts about the	talk about the musical
1	different	nursery					music. When you talk try to use musical words. To talk	dimensions working together in
1	ways.	rhymes and					about the musical	the Unit songs. Talk about the
	Enjoy and	songs.						music and how it makes you feel,
	take part in action songs,	Perform					dimensions working together in the Unit songs. Talk about	using musical language to describe the music.
	such as	songs, rhymes,					the music and how it makes	describe the music.
	Twinkle,						you feel.	
	i wilikie,	poems and	1	1	1	1	you reer.	

	Twinkle Little	stories with	Games: Knowledge: To	Knowledge: To know that	Knowledge:Know how to	Knowledge: Know and be	Knowledge: Know and be	Knowledge: Know and be able to
	Star'.	others, and –	know that music has a	music has a steady pulse, like	find and demonstrate the	able to talk about: How	able to talk about: How	talk about: How pulse, rhythm,
		when	steady pulse, like a	a heartbeat. To know that	pulse. Know the difference	pulse, rhythm and pitch	pulse, rhythm, pitch, tempo,	pitch, tempo, dynamics, texture
	<u>3-4 yr olds</u> :	appropriate-	heartbeat. To know that	we can create rhythms from	between pulse and rhythm.	work together Pulse:	dynamics, texture and	and structure work together to
	Listen with	try to move in	we can create rhythms	words, our names, favourite	Know how pulse, rhythm and	Finding the pulse – the	structure work together and	create a song or music How to
	increased	time with	from words, our names,	food, colours and animals.	pitch work together to	heartbeat of the music	how they connect in a song	keep the internal pulse Musical
	attention to	music.	favourite food, colours and	Rhythms are different from	create a song. Know that	Rhythm: the long and	How to keep the internal	Leadership: creating musical
	sounds.		animals.	the steady pulse. We add	every piece of music has a	short patterns over the	pulse Musical Leadership:	ideas for the group to copy or
	Respond to		Skills: There are	high and low sounds, pitch,	pulse/steady beat. Know the	pulse Know the difference	creating musical ideas for	respond to
	what they		progressive Warm-up	when we sing and play our	difference between a	between pulse and rhythm	the group to copy or respond	Skills: Using the Warm up Games
	have heard,		Games and Challenges	instruments.	musical question and an	Pitch: High and low sounds	to	tracks provided, complete the
	expressing		within each Unit that	Skills: There are progressive	answer.	that create melodies How	Skills: Using the Warm up	Bronze, Silver and Gold
	their		embed pulse, rhythm and	Warm-up Games and	Skills: Using the Warm up	to keep the internal pulse	Games tracks provided,	Challenges. Children will
	thoughts and		pitch. Children will	Challenges within each Unit	Games tracks provided,	Musical Leadership:	complete the Bronze, Silver	complete the following in
	feelings.		complete the following in	that embed pulse, rhythm	complete the Bronze, Silver	creating musical ideas for	and Gold Challenges.	relation to the main song, using
	Remember		relation to the main song:	and pitch. Children will	and Gold Challenges.	the group to copy or	Children will complete the	three notes: Bronze Challenge O
	and sing		Game 1 – Have Fun	complete the following in	Children will complete the	respond to	following in relation to the	Find the pulse ○ Copy back
	entire songs.		Finding The Pulse! Find the	relation to the main song:	following in relation to the	Skills: Using the Warm up	main song, using three	rhythms based on the words of
S	Sing the pitch		pulse. Choose an animal	Game 1 – Have Fun Finding	main song, using two notes:	Games tracks provided,	notes: Bronze Challenge O	the main song, that include
Ő,	of a tone		and find the pulse Game 2	The Pulse! Find the pulse.	1. Find the Pulse 2. Rhythm	complete the Bronze,	Find the pulse ○ Copy back	syncopation/off beat O Copy back
Ĵ	sung by		 Rhythm Copy Back 	Choose an animal and find	Copy Back: a. Bronze: Clap	Silver and Gold Challenges.	rhythms based on the words	one-note riffs using simple and
me	another		Listen to the rhythm and	the pulse Game 2 – Rhythm	and say back rhythms b.	Children will complete the	of the main song, that	syncopated rhythm patterns
a	person ('pitch		clap back. Copy back short	Copy Back Listen to the	Silver: Create your own	following in relation to the	include syncopation/off beat	Silver Challenge \circ Find the pulse
U	match'). Sing		rhythmic phrases based on	rhythm and clap back. Copy	simple rhythm patterns c.	main song, using two	 Copy back one-note riffs 	 Lead the class by inventing
•	the melodic		words, with one and two	back short rhythmic phrases	Gold: Perhaps lead the class	notes: 1. Find the Pulse 2.	using simple and syncopated	rhythms for others to copy back
	shape		syllables whilst marching	based on words, with one	using their simple rhythms 3.	Rhythm Copy Back: a.	rhythm patterns Silver	O Copy back two-note riffs by ear
	(moving		to the steady beat. Game 3	and two syllables whilst	Pitch Copy Back Using 2	Bronze: Clap and say back	Challenge \circ Find the pulse \circ	and with notation O Question
	melody,		 – Rhythm Copy Back, Your 	marching to the steady beat.	Notes a. Bronze: Copy back –	rhythms b. Silver: Create	Lead the class by inventing	and answer using two different
	such as up		Turn Create rhythms for	Game 3 – Rhythm Copy Back,	'Listen and sing back' (no	your own simple rhythm	rhythms for others to copy	notes Gold Challenge Find the
	and down,		others to copy Game 4 –	Your Turn Create rhythms for	notation) b. Silver: Copy back	patterns c. Gold: Perhaps	back <pre>O Copy back two-note</pre>	pulse Lead the class by inventing
	down and up)		Pitch Copy Back and Vocal	others to copy Game 4 –	with instruments, without	lead the class using their	riffs by ear and with notation	rhythms for them to copy back
	of		Warm-up 1 Listen and sing	Pitch Copy Back and Vocal	then with notation c. Gold:	simple rhythms 3. Pitch	 Question and answer using 	Copy back three-note riffs by ear
	familiar songs		back. Use your voices to	Warm-up 1 Listen and sing	Copy back with instruments,	Copy Back Using 2 Notes a.	two different notes Gold	and with notation Question and
	. Create their		copy back using 'la', whist	back. Use your voices to	without and then with	Bronze: Copy back –	Challenge O Find the pulse O	answer using three different
	own songs or		marching to the steady	copy back using 'la', whist	notation 4. Pitch Copy Back	'Listen and sing back' (no	Lead the class by inventing	notes
	improvise a		beat Game 4a – Pitch Copy	marching to the steady beat	and Vocal Warm-ups	notation) b. Silver: Copy	rhythms for them to copy	
	song around		Back and Vocal Warm-up 2	Game 4a – Pitch Copy Back		back with instruments,	back <pre>OCopy</pre> back three-note	
	one they		Listen and sing back, and	and Vocal Warm-up 2 Listen		without then with notation	riffs by ear and with notation	
	know.		some different vocal	and sing back, and some		c. Gold: Copy back with	 Question and answer using 	
	Play		warm-ups. Use your voices	different vocal warm-ups.		instruments, without and	three different notes.	
	instruments		to copy back using 'la'.	Use your voices to copy back		then with notation 4. Pitch		
	with			using 'la'.		Copy Back and Vocal		
	increasing					Warm-ups		

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	control to express	Knowledge: To confidently sing or rap five songs from	Knowledge: To confidently know and sing five songs	Knowledge: To know and be able to talk about: Singing in	Knowledge: To know and be able to talk about:	Knowledge: To know and confidently sing five songs	Knowledge: To know and confidently sing five
	their feelings	memory and sing them in	from memory. To know that	a group can be called a choir	Singing in a group can be	and their parts from	songs and their parts from
	and ideas.	unison.	unison is everyone singing at	Leader or conductor: A	called a choir Leader or	memory, and to sing them	memory, and to sing them with a
	and facus.	Skills: Learn about voices,	the same time. Songs include	person who the choir or	conductor: A person who	with a strong internal pulse.	strong internal pulse. To know
		singing notes of different	other ways of using the voice	group follow Songs can make	the choir or group follow	To choose a song and be able	about the style of the songs so
		pitches (high and low).	e.g. rapping (spoken word).	you feel different things e.g.	Songs can make you feel	to talk about: O Its main	you can represent the feeling and
		Learn that they can make	To know why we need to	happy, energetic or sad	different things e.g. happy,	features O Singing in unison,	context to your audience To
		different types of sounds	warm up our voices.	Singing as part of an	energetic or sad Singing as	the solo, lead vocal, backing	choose a song and be able to talk
		with their voices – you can	Skills: Learn about voices	ensemble or large group is	part of an ensemble or	vocals or rapping o To know	about: O Its main features O
		rap or say words in	singing notes of different	fun, but that you must listen	large group is fun, but that	what the song is about and	Singing in unison, the solo, lead
00		rhythm. Learn to start and	pitches (high and low). Learn	to each other To know why	you must listen to each	the meaning of the lyrics O	vocal, backing vocals or rapping o
2.		stop singing when	that they can make different	you must warm up your	other Texture: How a solo	To know and explain the	To know what the song is about
Singing		following a leader	types of sounds with their	voice	singer makes a thinner	importance of warming up	and the meaning of the lyrics o
Ĩ			voices – you can rap (spoken	Skills: To sing in unison and	texture than a large group	your voice	To know and explain the
			word with rhythm). Learn to	in simple two-parts. To	To know why you must	Skills: To sing in unison and	importance of warming up your
0,			find a comfortable singing position. Learn to start and	demonstrate a good singing posture. To follow a leader	warm up your voice Skills: To sing in unison and	to sing backing vocals. To enjoy exploring singing solo.	voice Skills: To sing in unison and to
			stop singing when following	when singing. To enjoy	in simple two-parts. To	To listen to the group when	sing backing vocals. To
			a leader	exploring singing solo. To	demonstrate a good	singing. To demonstrate a	demonstrate a good singing
				sing with awareness of being	singing posture. To follow	good singing posture. To	posture. To follow a leader when
				'in tune'. To have an	a leader when singing. To	follow a leader when singing.	singing. To experience rapping
				awareness of the pulse	enjoy exploring singing	To experience rapping and	and solo singing. To listen to each
				internally when singing.	solo. To sing with	solo singing. To listen to each	other and be aware of how you
					awareness of being 'in	other and be aware of how	fit into the group. To sing with
					tune'. To rejoin the song if	you fit into the group. To	awareness of being 'in tune'
					lost. To listen to the group	sing with awareness of being	
	4				when singing	'in tune'.	
		Knowledge: Learn the	Knowledge: Learn the names	Knowledge: To know and be	Knowledge: To know and	Knowledge: To know and be	Knowledge: To know and be able
		names of the notes in their instrumental part from	of the notes in their instrumental part from	able to talk about: The instruments used in class (a	be able to talk about: The instruments used in class	able to talk about: Different ways of writing music down	to talk about: Different ways of writing music down – e.g. staff
		memory or when written	memory or when written	glockenspiel, a recorder)	(a glockenspiel, recorder	– e.g. staff notation, symbols	notation, symbols The notes C, D,
		down. Learn the names of	down. Know the names of	Skills: To treat instruments	or xylophone). Other	The notes C, D, E, F, G, A, B +	E, F, G, A, B + C on the treble
		the instruments they are	untuned percussion	carefully and with respect.	instruments they might	C on the treble stave The	stave The instruments they might
		playing.	instruments played in class	Play any one, or all of four,	play or be played in a band	instruments they might play	play or be played in a band or
		Skills: Treat instruments	Skills: Treat instruments	differentiated parts on a	or orchestra or by their	or be played in a band or	orchestra or by their friends
		carefully and with respect.	carefully and with respect.	tuned instrument – a one-	friends.	orchestra or by their friends	Skills: Play a musical instrument
		Play a tuned instrumental	Learn to play a tuned	note, simple or medium part	Skills: To treat instruments	Skills: Play a musical	with the correct technique within
b 0		part with the song they	instrumental part that	or the melody of the song)	carefully and with respect.	instrument with the correct	the context of the Unit song.
L C		perform. Learn to play an	matches their musical	from memory or using	Play any one, or all four,	technique within the context	Select and learn an instrumental
Playing		instrumental part that matches their musical	challenge, using one of the differentiated parts (a one-	notation. To rehearse and perform their part within the	differentiated parts on a tuned instrument – a one-	of the Unit song. Select and learn an instrumental part	part that matches their musical challenge, using one of the
		challenge, using one of the	note, simple or medium	context of the Unit song. To	note, simple or medium	that matches their musical	differentiated parts – a one-note,
<u>a</u>		differentiated parts (a one-	part). Play the part in time	listen to and follow musical	part or the melody of the	challenge, using one of the	simple or medium part or the
		note part, a simple part,	with the steady pulse. Listen	instructions from a leader.	song from memory or	differentiated parts – a one-	melody of the song from memory
		medium part). Listen to	to and follow musical		using notation. To	note, simple or medium part	or using notation. To rehearse
		and follow musical	instructions from a leader.		rehearse and perform	or the melody of the song	and perform their part within the
		instructions from a leader.			their part within the	from memory or using	context of the Unit song. To
					context of the Unit song.	notation. To rehearse and	listen to and follow musical
					To listen to and follow	perform their part within the	instructions from a leader. To
					musical instructions from a	context of the Unit song. To	lead a rehearsal session.
					leader. To experience	listen to and follow musical	
					leading the playing by	instructions from a leader.	
					making sure everyone	To lead a rehearsal session.	
					plays in the playing section of the song.		
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	Knowledge: Improvisation	Knowledge: Improvisation is	Knowledge: To know and be	Knowledge: To know and	Knowledge: To know and be	Knowledge: To know and be able
	is about making up your	making up your own tunes	able to talk about	be able to talk about	able to talk about	to talk about improvisation:
	own tunes on the spot.	on the spot. When someone	improvisation: Improvisation	improvisation:	improvisation: Improvisation	Improvisation is making up your
	When someone	improvises, they make up	is making up your own tunes	Improvisation is making up	is making up your own tunes	own tunes on the spot When
	improvises, they make up	their own tune that has	on the spot When someone	your own tunes on the	on the spot When someone	someone improvises, they make
	their own tune that has	never been heard before. It	improvises, they make up	spot When someone	improvises, they make up	up their own tune that has never
	never been heard before.	is not written down and	their own tune that has	improvises, they make up	their own tune that has	been heard before. It is not
	It is not written down and	belongs to them. Everyone	never been heard before. It	their own tune that has	never been heard before. It	written down and belongs to
	belongs to them. Everyone	can improvise, and you can use one or two notes.	is not written down and belongs to them. To know	never been heard before.	is not written down and belongs to them. To know	them. To know that using one, two or three notes confidently is
	can improvise! Skills: Use the	Skills: Use the improvisation	that using one or two notes	It is not written down and belongs to them. To know	that using one or two notes	better than using five To know
	improvisation tracks	tracks provided. Skills:	confidently is better than	that using one or two	confidently is better than	that if you improvise using the
	provided. Improvise using	Improvise using the three	using five To know that if you	notes confidently is better	using five To know that if you	notes you are given, you cannot
	the three challenges: 1.	challenges: 1. Clap and	improvise using the notes	than using five To know	improvise using the notes	make a mistake To know that you
	Clap and Improvise –	Improvise – Listen and clap	you are given, you cannot	that if you improvise using	you are given, you cannot	can use some of the riffs and licks
	Listen and clap back, then	back, then listen and clap	make a mistake	the notes you are given,	make a mistake To know that	you have learnt in the Challenges
	listen and clap your own	your own answer (rhythms	Skills: Improvise using	you cannot make a	you can use some of the riffs	in your improvisations To know
	answer (rhythms of	of words). 2. Sing, Play and	instruments in the context of	mistake To know that you	you have heard in the	three well-known improvising
	words). 2. Sing, Play and	Improvise – Use voices and	the song they are learning to	can use some of the riffs	Challenges in your	musicians
	Improvise – Use voices and	instruments, listen and sing	perform. Using the	you have heard in the	improvisations To know	Skills: Improvise using
	instruments, listen and	back, then listen and play	improvisation tracks	Challenges in your	three well-known	instruments in the context of a
	sing back, then listen and	your own answer using one	provided, children will	improvisations	improvising musicians	song to be performed. Use the
	play your own answer	or two notes. 3. Improvise! –	complete the Bronze, Silver	Skills: Improvise using	Skills: Improvise using	improvisation tracks provided
	using one or two notes. 3.	Take it in turns to improvise	or Gold Challenges: Bronze	instruments in the context	instruments in the context of	and improvise using the Bronze,
)	Improvise! – Take it in	using one or two notes.	Challenge: Copy Back – Listen and sing back ○ Play	of a song they are learning	a song to be performed. Use the improvisation tracks	Silver or Gold Challenges. 1. Play
;	turns to improvise using one or two notes.		and Improvise – Using	to perform. Use the improvisation tracks	provided and improvise	and Copy Back ○ Bronze – Copy back using instruments. Use one
Ş.	one of two notes.		instruments, listen and play	provided and improvise	using the Bronze, Silver or	note. O Silver – Copy back using
			your own answer using one	using the Bronze, Silver or	Gold Challenges. 1. Play and	instruments. Use the two notes.
			note. Improvise! – Take it in	Gold Challenges. Bronze	Copy Back O Bronze – Copy	o Gold – Copy back using
			turns to improvise using one	Challenge: O Copy Back –	back using instruments. Use	instruments. Use the three notes.
2			note. Silver Challenge: Sing,	Listen and sing back	one note. O Silver – Copy	2. Play and Improvise You will be
			Play and Copy Back – Listen	melodic patterns O Play	back using instruments. Use	using up to three notes: O Bronze
•			and copy back using	and Improvise – Using	the two notes. O Gold – Copy	 Question and Answer using
			instruments, using two	instruments, listen and	back using instruments. Use	instruments. Use one note in
			different notes. Play and	play your own answer	the three notes. 2. Play and	your answer. O Silver – Question
			Improvise – Using your	using one note. O	Improvise You will be using	and Answer using instruments.
			instruments, listen and play	Improvise! – Take it in	up to three notes: O Bronze –	Use two notes in your answer.
			your own answer using one	turns to improvise using	Question and Answer using	Always start on a G. O Gold –
			or two notes. Improvise! –	one note. Silver Challenge:	instruments. Use one note in	Question and Answer using
			Take it in turns to improvise using one or two notes. ●	 Sing, Play and Copy Back Listen and copy back 	your answer. O Silver –	instruments. Use three notes in
			Gold Challenge: O Sing, Play	using instruments, using	Question and Answer using instruments. Use two notes	your answer. Always start on a G. 3. Improvisation! You will be
			and Copy Back – Listen and	two different notes. \circ Play	in your answer. Always start	using up to three notes. The
			copy back using instruments,	and Improvise – Using	on a G. O Gold – Question	notes will be provided on-screen
			two different notes. O Play	your instruments, listen	and Answer using	and in the lesson plan: O Bronze –
			and Improvise – Using your	and play your own answer	instruments. Use three notes	Improvise using one note. O
			instruments, listen and play	using one or two notes. O	in your answer. Always start	Silver – Improvise using two
			your own answer using two	Improvise! – Take it in	on a G. 3. Improvisation! You	notes. O Gold – Improvise using
			different notes. Improvise! -	turns to improvise using	will be using up to three	three notes. Classroom Jazz 2 -
			Take it in turns to improvise	one or two notes. Gold	notes. The notes will be	Improvise with a feeling for the
			using three different notes.	Challenge: O Sing, Play and	provided on-screen and in	style of Bossa Nova and Swing
				Copy Back – Listen and	the lesson plan: O Bronze –	using the notes D, E, G, A + B
				copy back using	Improvise using one note. O	(pentatonic scale/a five-note
				instruments, two different	Silver – Improvise using two	pattern)
				notes. O Play and	notes. O Gold – Improvise	
				Improvise – Using your	using three notes. Classroom	

Composition		Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. Skills: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Skills: 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 iany way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes. Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Skills: 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).	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) Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Skills: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Skills: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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and the state of t	bout: Performing is
	music with an audience
	lief A performance have to be a drama! It
	o one person or to each
	verything that will be
	ned must be planned and
	You must sing or rap the
	learly and play with
	nce A performance can be
	l occasion and involve an
performance. Record the play with confidence. A or rap the words clearly confidence A performance audience	e including of people you
	now It is planned and
	t for each occasion A
	nance involves
you don't know. It is involve an audience know It is planned and commun	nicating ideas, thoughts
planned and different for including of people you different for each occasion A and feel	lings about the
each occasion. It involves don't know It is planned performance involves song/mu	
Communicating feelings, and different for each communicating ideas, Skills: To thoughts and ideas about occasion It involves thoughts and feelings about and created and creat	o choose what to perform ate a programme. To
	nicate the meaning of the
Skills: To choose what to Skills: To choose	nd clearly articulate
perform and create a the song/music perform and create a them. To	o talk about the venue
Q programme. To Skills: To choose what to programme. To and how	v to use it to best effect.
	rd the performance and
	e it to a previous
	ance. To discuss and talk
about the best place to be designed to capture the about the venue and how to musical	ly about it – "What went
	nd "It would have been
	tter if?"
performance and say how and clearly articulate compare it to a previous	
they were feeling, what they them. To talk about the performance. To discuss and	
were pleased with what they best place to be when talk musically about it –	
would change and why. performing and how to "What went well?" and "It	
stand or sit. To record the would have been even better	
performance and say how if?" they were feeling, what	
they were reeling, what they were pleased with	
what they would change	
and why.	