



# Music

## Progression of Knowledge and Skills

*EYFS-Year 6*



# EYFS

## Reception

*Informed by new Development Matters (2020) publication*

Year Group	Charanga Unit	Unit theme	Musical learning focus	Expressive Arts and Design
<b>Year Reception</b>	<b>Autumn Term Me!</b>	Growing, homes, colour, toys, how I look	<ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</li> <li>• Learning to sing or sing along with Nursery Rhymes and action songs</li> <li>• Singing and learning to play instruments within a song</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performing art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
	My Stories	Using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time		
	<b>Spring Term Everyone!</b>	Family, friends, people and music from around the world		
	Our World	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space		
<b>ELG</b>	<b>Summer Term Big Bear Funk</b>	Preparing for music learning in KS1	<ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> <li>• Embedding foundations of the interrelated dimensions of music sing voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Reflect, Rewind and Replay	:Consolidation of learning and contextualising the history of music.			



# Key Stage 1

## Year 1

Year Group	Charanga Unit	Style of main song	Unit Theme	Musical Activities	Knowledge	Skills
Year 1	Autumn Hey You	Old School Hip-Hop	How pulse, rhythm and pitch work together	Listen and Appraise	<ul style="list-style-type: none"> <li>To know 5 songs by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> </ul>
	Rhythm in the Way We Walk The Banana Rap	Reggae	Pulse, rhythm and pitch, rapping, dancing and singing	Games	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Listen to the rhythm then clap back</li> <li>Create rhythms for others to copy</li> <li>Listen then sing back</li> </ul>
				Singing	<ul style="list-style-type: none"> <li>To confidently sing or rap five songs from memory and sing them in unison</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices such as rap or say words in rhythm</li> <li>Learn to start and stop singing when following a leader</li> </ul>
	Spring In the Groove	Blues, Baroque, Latin, Bhangra, Folk, Funk	How to be in the groove with different styles of music.	Playing	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments that they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrument part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge.</li> <li>Listen to and follow musical instructions from a teacher.</li> </ul>
				Improvisation	<ul style="list-style-type: none"> <li>To know that improvisation is about making up your own tunes on the spot.</li> <li>To know that this tune is original, it is not written down and it belongs to the person improvising.</li> <li>To know that everyone can improvise.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and clap back, then listen and improvise your answer.</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using one of two notes</li> <li>Take it in turns to improvise using one or two notes.</li> </ul>
	Round and Round	Bossa Nova	Pulse, rhythm and pitch in different styles of music.	Composition (1 note C) (3 notes CDE) (5 notes CDEFG)	<ul style="list-style-type: none"> <li>To know that composing is like writing a story with music.</li> <li>To know that everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
				Performance	<ul style="list-style-type: none"> <li>To know that a performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To choose a song they have learnt and perform it.</li> <li>Add their own ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>
	Summer Your Imagination	Pop	Using your imagination.	Key Vocabulary	Pulse, rhythm, pitch, rap, groove, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, audience, imagination.	<ul style="list-style-type: none"> <li>To begin to use some key vocabulary when talking about music.</li> </ul>
Reflect, Rewind & Replay	Classical	The history of music, look back and consolidate you learning, learn some of the language of music.				



# Key Stage 1

## Year 2

Year Group	Charanga Unit	Style of main song	Unit Theme	Musical Activities	Knowledge	Skills
Year 2	Autumn Hands, Feet, Heart	Afropop, South African	South African Music	Listen and Appraise	<ul style="list-style-type: none"> <li>To know 5 songs by heart.</li> <li>To know that some songs have a chorus or a response/answer part</li> <li>To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> <li>To learn how songs can tell a story or describe an idea</li> </ul>
	Ho, Ho, Ho	A song with rapping and improvisation for Christmas	Festivals and Christmas	Games	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Listen to the rhythm then clap back</li> <li>Create rhythms for others to copy</li> <li>Listen then sing back</li> </ul>
	Spring I Wanna play in a Band	Rock	Playing together in a band	Singing	<ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice eg rapping</li> <li>To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices such as rap or say words in rhythm</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader</li> </ul>
	Zootime	Reggae	Reggae and animals	Playing	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the untuned percussion instruments that they are playing in class.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrument part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge using differentiated parts</li> <li>Listen to and follow musical instructions from a teacher.</li> </ul>
	Summer Friendship song	Pop	A song about being friends	Improvisation	<ul style="list-style-type: none"> <li>To know that improvisation is about making up your own tunes on the spot.</li> <li>To know that this tune is original, it is not written down and it belongs to the person improvising.</li> <li>To know that everyone can improvise and you can use one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap your own answer (rhythms of words)</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using one of two notes</li> <li>Take it in turns to improvise using one or two notes.</li> </ul>
	Reflect, Rewind & Replay	Classical	The history of music, look back and consolidate your learning. Learn some of the language of music.	Composition (notes CDEFGAB B <sub>b</sub> (A#))	<ul style="list-style-type: none"> <li>To know that composing is like writing a story with music.</li> <li>To know that everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, three or five notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
				Performance	<ul style="list-style-type: none"> <li>To know that a performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To choose a song they have learnt and perform it.</li> <li>Add their own ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>
				Key Vocabulary	All year 1 vocabulary plus: Bass, electric guitar, question and answer, dynamics, tempo, Reggae, glockenspiel.	<ul style="list-style-type: none"> <li>To begin to use some key vocabulary when talking about music.</li> </ul>



# Key Stage 2

## Year 3

Year Group	Charanga Unit	Style of main song	Unit Theme	Musical Activities	Knowledge	Skills
Year 3	Autumn Let Your Spirit Fly	RnB	RnB and other styles	Listen and Appraise	<ul style="list-style-type: none"> <li>To know 5 songs from memory and who sang them or wrote them</li> <li>To know the style of 5 songs</li> <li>To choose 1 song and be able to talk about:               <ul style="list-style-type: none"> <li>It's lyrics (what it is about)</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc)</li> <li>Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse</li> <li>To think about what the words of a song mean</li> <li>To take it in turn to discuss how the song makes them feel</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> </ul>
	Glockenspiel Stage 1	N/A	Exploring and developing playing skills	Games	<ul style="list-style-type: none"> <li>Know how to find and demonstrate the pulse.</li> <li>Know the difference between pulse and rhythm</li> <li>Know how pulse, rhythm and pitch work together to create a song.</li> <li>Know that every piece of music has a pulse/steady beat</li> <li>Know the difference between a musical question and answer</li> </ul>	<ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Listen to the rhythm then clap back</li> <li>Create rhythms for others to copy</li> <li>Listen then sing back using 2 notes</li> <li>Listen and watch then copy back with instruments</li> </ul>
	Spring Three Little Birds	Reggae	Reggae and animals	Singing	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: person who the choir or group follow</li> <li>Songs can make you feel different things eg happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing</li> <li>To enjoy exploring singing solo</li> <li>To sing with awareness of being 'in tune'</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>
	The Dragon Song	A pop song that tells a story	Music from around the world, celebrating our differences and being kind to one another	Playing	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>The instruments used in class (glockenspiel, recorder)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>
	Summer Bringing us together	Disco	Disco, friendship, hope and unity	Improvisation	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation:               <ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>To know that this tune is original, it is not written down and it belongs to the person improvising.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song that they are learning to perform.</li> <li>Listen and sing back</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using one or two notes</li> <li>Take it in turns to improvise using three different notes.</li> </ul>
	Reflect, Rewind & Replay	Classical	The history of music, look back and consolidate your learning, learn some of the language of music.	Composition (notes CDEFGAB B <sub>b</sub> (A#))	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>A composition is music that is created by you and kept in some way. It is like writing a story with music. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, three or five notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song</li> <li>Talk about how it was created</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>Record the composition in any way appropriate that recognizes the connection between sound and symbol (eg graphic/pictorial notation)</li> </ul>
				Performance	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts, and ideas about the song/music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To choose a song and create a programme</li> <li>To communicate the meaning of the words and clearly articulate them</li> <li>To talk about the best place to be when performing and how to stand or sit</li> <li>To record the performance and say how they were feeling, what they were pleased with, what they would change and why.</li> </ul>
				Key Vocabulary	<ul style="list-style-type: none"> <li>All year 1 and 2 vocabulary plus: Structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, riff, pentatonic scale, Disco</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use some key vocabulary when describing, appraising or discussing music and performances.</li> </ul>



# Key Stage 2

## Year 4

Year Group	Charanga Unit	Style of main song	Unit Theme	Musical Activities	Knowledge	Skills
Year 4	Autumn Mamma Mia	Pop	ABBA's music	Listen and Appraise	<ul style="list-style-type: none"> <li>To know 5 songs from memory and who sang them or wrote them</li> <li>To know the style of 5 songs</li> <li>To choose 1 song and be able to talk about:               <ul style="list-style-type: none"> <li>Some of the style indicators of that song (characteristics that give the song its style)</li> <li>It's lyrics (what it is about)</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc)</li> <li>Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse</li> <li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics)</li> <li>Talk about the music and how it makes them feel</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> <li>When you talk try to use musical words</li> </ul>
	Glockenspiel 2	Mixed styles	Exploring and developing playing skills using the glockenspiel	Games	Know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: finding the pulse - heartbeat of the music</li> <li>Rhythm: long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	Complete the following in relation to the main song, using two notes: <ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Listen to the rhythm then clap back</li> <li>Lead the class using simple rhythms</li> <li>Listen then sing back</li> <li>Listen and watch then copy back with instruments</li> </ul>
	Spring Stop!	Grime	Writing lyrics linked to a theme	Singing	To know and be able to talk about: <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: person who the choir or group follow</li> <li>Songs can make you feel different things eg happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing</li> <li>To enjoy exploring singing solo</li> <li>To sing with awareness of being 'in tune'</li> <li>To rejoin that song if lost</li> <li>To listen to the group when singing</li> </ul>
	Lean on Me	Gospel	Soul/Gospel music and helping one another	Playing	To know and be able to talk about: <ul style="list-style-type: none"> <li>The instruments used in class (glockenspiel (steel bars), recorder or xylophone (wooden))</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>
	Summer Blackbird	The Beatles/Pop	The Beatles, equality and civil rights	Improvisation	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>To know that this tune is original, it is not written down and it belongs to the person improvising.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	Improvise using instruments in the context of the song that they are learning to perform. <ul style="list-style-type: none"> <li>Listen and sing back</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using one or two notes</li> <li>Take it in turns to improvise using up to three different notes.</li> </ul>
	Reflect, Rewind & Replay	Classical	The history of music, look back and consolidate your learning, learn some of the language of music	Composition (notes CDEFGAB B b (A#))	To know and be able to talk about: <ul style="list-style-type: none"> <li>A composition is music that is created by you and kept in some way. It is like writing a story with music. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc)</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, three or five notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song</li> <li>Talk about how it was created</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>Record the composition in any way appropriate that recognizes the connection between sound and symbol (eg graphic/pictorial notation)</li> </ul>
				Performance	To know and be able to talk about: <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts, and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>To choose a song and create a programme</li> <li>Present a musical performance designed to capture the audience</li> <li>To communicate the meaning of the words and clearly articulate them</li> <li>To talk about the best place to be when performing and how to stand or sit</li> <li>To record the performance and say how they were feeling, what they were pleased with, what they would change and why.</li> </ul>
				Key Vocabulary	All KS1 and year 3 vocabulary plus: Solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, be ear, notation, piano, acoustic guitar, birdsong, civil rights, racism equality	<ul style="list-style-type: none"> <li>To use key vocabulary when describing, appraising or discussing music and performances.</li> </ul>



# Key Stage 2

## Year 5

Year Group	Charanga Unit	Style of main song	Unit Theme	Musical Activities	Knowledge	Skills
Year 5	Autumn Livin' On a Prayer	Rock	Rock Anthems	Listen and Appraise	<ul style="list-style-type: none"> <li>To know 5 songs from memory and who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of the 5 songs and to name other songs from the Units in those styles.</li> <li>To choose 2 or 3 songs and be able to talk about:               <ul style="list-style-type: none"> <li>Some of the style indicators of that song (characteristics that give the song its style)</li> <li>The lyrics (what it is about)</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc)</li> <li>Name some of the instruments they heard in the song</li> <li>The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease</li> <li>To think about the message of the songs</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> <li>When you talk try to use musical words</li> <li>To talk about the musical dimensions working together in the Unit songs</li> <li>Talk about the music and how it makes you feel</li> </ul>
	Classroom Jazz 1	Bossa Nova and Swing	Jazz and Improvisation			
	Spring Make you feel my Love	Pop Ballads	Pop Ballads	Games	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Complete the following in relation to the main song, using two or three notes:</p> <ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>Lead the class by inventing rhythms to copy back</li> <li>Question and answer using 2 or 3 different notes</li> </ul>
	The Fresh Prince of Bel-Air	Old-School Hip-Hop	Old-School Hip-Hop	Singing	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse</li> <li>To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>It's main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To enjoy exploring singing solo</li> <li>To listen to the group when singing</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing</li> <li>To experience rapping and solo singing</li> <li>To listen to each other and be aware of how you fit into the group</li> <li>To sing with awareness of being 'in tune'</li> </ul>
	Summer Dancing in the Street	Motown	Motown	Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Different ways of writing music down - eg staff notation, symbols</li> <li>The notes C,D,E,F,G,A,B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session</li> </ul>
	Reflect, Rewind & Replay	Classical	The history of music, look back and consolidate your learning, learn some of the language of music.	Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>To know that this tune is original, it is not written down and it belongs to the person improvising.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know 2 well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of the song that they are learning to perform.</p> <ul style="list-style-type: none"> <li>Play and copy back using up to 3 notes</li> <li>Play and Improvise (Question and Answer) using up to 3 notes and always starting on a G</li> <li>Improvise using up to 3 notes</li> <li>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)</li> </ul>
				Composition (BCDEFGA F#)	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition is music that is created by you and kept in some way. It is like writing a story with music. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation)</li> </ul>
				Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating ideas, thoughts, and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme</li> <li>To communicate the meaning of the words and clearly articulate them</li> <li>To talk about the venue and how to use it to best effect</li> <li>To record the performance and compare it to a previous performance</li> <li>To discuss and talk musically about it - 'What went well?' and 'It would have been better if .....</li> </ul>
				Key Vocabulary	<p>All KS1 and year 3 &amp; 4 vocabulary plus: Rock, bridge, backbeat, amplifier, appraising, syncopation, Swing, tune/head, note values, note names, Big bands, ballad, interlude, tag ending, strings, cover, Old-school Hip-Hop, deck, backing loops, scratching, timbre, Soul, bass line, brass section, harmony</p>	<ul style="list-style-type: none"> <li>To use key vocabulary when describing, appraising or discussing music and performances.</li> </ul>



# Key Stage 2

## Year 6

Year Group	Charanga Unit	Style of main song	Unit Theme	Musical Activities	Knowledge	Skills
Year 6	Autumn Happy	Pop/Neo Soul	Being happy!	Listen and Appraise	<ul style="list-style-type: none"> <li>To know 5 songs from memory and who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose 2 or 3 songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the song its style)</li> <li>The lyrics (what it is about)</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>Identify the structure of the songs (introduction, verse, chorus etc)</li> <li>Name some of the instruments they heard in the song</li> <li>The historical context of the songs. What else was going on at this time musically and historically?</li> <li>Know and talk about the fact that we each have a musical identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease</li> <li>To think about the message of the songs</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> <li>Use musical words when you talk about the songs</li> <li>To talk about the musical dimensions working together in the Unit songs</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul>
	Classroom Jazz 2	Bacharach and Blues	Jazz, Improvisation and composition	Games	Know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	Complete the following in relation to the main song, using three notes: <ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>Copy back one/two or three-note riffs using simple and syncopated rhythm patterns</li> <li>Lead the class by inventing rhythms to copy back</li> <li>Question and answer using 2 or 3 different notes</li> </ul>
	Spring A New Year Carol	Classical or Urban Gospel	Benjamin Britten's music and cover versions	Singing	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse</li> <li>To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>It's main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing</li> <li>To experience rapping and solo singing</li> <li>To listen to each other and be aware of how you fit into the group</li> <li>To sing with awareness of being 'in tune'</li> </ul>
	You've Got A Friend	70s Ballad/Pop	The music of Carole King	Playing	To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down - eg staff notation, symbols</li> <li>The notes C,D,E,F,G,A,B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session</li> </ul>
	Summer Music and Me	Create your own music inspired by your identify and women in the music industry	Create your own music inspired by your identify and women in the music industry	Improvisation	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>To know that this tune is original, it is not written down and it belongs to the person improvising.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know 3 well-known improvising musicians</li> </ul>	Improvise using instruments in the context of the song that they are learning to perform. <ul style="list-style-type: none"> <li>Play and copy back using up to 3 notes</li> <li>Play and Improvise (Question and Answer) using up to 3 notes and always starting on a G</li> <li>Improvise using up to 3 notes</li> <li>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)</li> </ul>
	Reflect, Rewind & Replay	Classical	The history of music, look back and consolidate your learning, learn some of the language of music	Composition (BCDEFGA F#)	To know and be able to talk about: <ul style="list-style-type: none"> <li>A composition is music that is created by you and kept in some way. It is like writing a story with music. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation)</li> </ul>
				Performance	To know and be able to talk about: <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating ideas, thoughts, and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme</li> <li>To communicate the meaning of the words and clearly articulate them</li> <li>To talk about the venue and how to use it to best effect</li> <li>To record the performance and compare it to a previous performance</li> <li>To discuss and talk musically about it - 'What went well?' and 'It would have been better if .....</li> </ul>
				Key Vocabulary	All previous vocabulary plus: Style indicators, dimensions of music, Neo Soul, producer, Motown, ostinato, phrases, Urban Gospel, gender equality	<ul style="list-style-type: none"> <li>To use key vocabulary when describing, appraising or discussing music and performances.</li> </ul>