

Coleshill Primary School Music Curriculum 2021/22

EYFS

Expressive Arts and Design: Exploring and using media and materials

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

Expressive Arts and Design: Being Imaginative

- Creates representations of both imaginary and real-life ideas, events, people and objects
 - Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
 - Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
 - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
 - Responds imaginatively to art works and objects, e.g. *this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth*
 - Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

National Curriculum

Purpose of Study

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 musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

[Improvisation](#)

[Listen and appraise](#)

[Composition](#)

[Singing](#)

[Performance](#)

[Playing](#)

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1

- NC1.** use their voices expressively and creatively by singing songs and speaking chants and rhymes
- NC2.** play tuned and untuned instruments musically
- NC3.** listen with concentration and understanding to a range of high-quality live and recorded music
- NC4.** experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2

- 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. Pupils should be taught to:
- NC1.** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- NC2.** improvise and compose music for a range of purposes using the inter-related dimensions of music
- NC3.** listen with attention to detail and recall sounds with increasing aural memory
- NC4.** use and understand staff and other musical notations
- NC5.** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- NC6.** Develop an understanding of the history of music.

Recepti	Term	Unit 1	Unit 2	The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning.
	Autumn	Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look	Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	

[Improvisation](#)

[Listen and appraise](#)

[Composition](#)

[Singing](#)

[Performance](#)

[Playing](#)

2021/22 Music Curriculum and Skills Progression

	Spring	Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world	Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space	In Term 3, Big Bear Funk transitions from being focus based to preparing for Year 1. The final Unit for the year Reflect, Rewind and Replay consolidates the year's learning.
	Summer	Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music	

	Term	Topic	Skills	Knowledge
Year 1	Autumn 1	Hey You How pulse, rhythm and pitch work together.	<u>Listen and Appraise</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.	<u>Listen and Appraise</u> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat.
	Autumn 2	Rhythm in the way we walk and the Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing.	<u>Singing</u> 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	To know that we can create rhythms from words, our names, favourite food, colours and animals. <u>Singing</u> To confidently sing or rap five songs from memory and sing them in unison. <u>Playing</u>

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

Y	Spring 1	In the Groove How to be in the groove with different styles of music.	<p><u>Playing</u> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u> Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p><u>Composition</u> 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.</p> <p><u>Performance</u> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p> <p><u>Improvisation</u> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p> <p><u>Composition</u> Composing is like writing a story with music. Everyone can compose.</p> <p><u>Performance</u> A performance is sharing music with other people, called an audience</p>
	Spring 2	Round and Round Pulse, rhythm and pitch in different styles of music.		
	Summer 1	Your Imagination Using your imagination.		
	Summer 2	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music.		
	Term	Topic	Skills	Knowledge

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

2021/22 Music Curriculum and Skills Progression

	Autumn 1	Hands, Feet, Heart South African music	<p><u>Listen and Appraise</u> 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. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p><u>Singing</u> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p><u>Playing</u> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u> Use the improvisation tracks provided. Improvise using the three challenges:</p>	<p><u>Listen and Appraise</u> 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 that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p><u>Singing</u> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p> <p><u>Playing</u> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p><u>Improvisation</u> Improvisation is about making up your own tunes on the spot.</p>
	Autumn 2	Ho, Ho, Ho Festivals and Christmas	<p><u>Playing</u> Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u> Use the improvisation tracks provided. Improvise using the three challenges:</p>	<p><u>Playing</u> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p><u>Improvisation</u> Improvisation is about making up your own tunes on the spot.</p>
	Spring 1	I Wanna Play in a Band Playing together in a band	<p><u>Playing</u> Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u> Use the improvisation tracks provided. Improvise using the three challenges:</p>	<p><u>Playing</u> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p><u>Improvisation</u> Improvisation is about making up your own tunes on the spot.</p>

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

2021/22 Music Curriculum and Skills Progression

	Spring 2	Zootime Reggae and animals	<p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p><u>Composition</u> 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.</p> <p><u>Performance</u> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes</p> <p><u>Composition</u> Composing is like writing a story with music. Everyone can compose.</p> <p><u>Performance</u> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>
	Summer 1	Friendship Song A song about being friends		
	Summer 2	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music		
Y	Term	Topic	Skills	Knowledge

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

	Autumn 1	Let Your Spirit Fly RnB and other styles	<p><u>Listen and Appraise</u> 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 the music.</p> <p><u>Singing</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p><u>Listen and Appraise</u> 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 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</p>
	Autumn 2	Glockenspiel Stage 1 Exploring & developing playing skills	<p><u>Playing</u> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader</p>	<p><u>Singing</u> To know and be able to talk about: - Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - To know why you must warm up your voice</p>
	Spring 1	Three Little Birds Reggae and animals	<p><u>Improvisation</u> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: Bronze Challenge: Copy Back – Listen and sing back. Play and Improvise – Using instruments, listen and play your own 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 using instruments, using two different</p>	<p><u>Playing</u> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p><u>Improvisation</u> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five</p>

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

Y	Spring 2	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes <u>Composition</u> 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.	To know that if you improvise using the notes you are given, you cannot make a mistake <u>Composition</u> 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.) <u>Performance</u> To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music
	Summer 1	Bringing Us Together Disco, friendship, hope and unity	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) <u>Performance</u> 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 stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	
	Summer 2	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music		
	Term	Topic	Skills	Knowledge

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

2021/22 Music Curriculum and Skills Progression

	Autumn 1	Mamma Mia Abba's music	<p><u>Listen and Appraise</u> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel using musical vocabulary. Listen carefully and respectfully to other people's thoughts about the music.</p> <p><u>Singing</u> To sing in unison and in simple two-parts demonstrating a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To listen to the group when singing to re-join the song is lost.</p>	<p><u>Listen and Appraise</u> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style) The lyrics: what the song is about Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song</p>
	Autumn 2	Glockenspiel 2 Exploring and developing playing skills using the glockenspiel	<p><u>Playing</u> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>	<p><u>Singing</u> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice</p>
	Spring 1	Stop! Writing lyrics linked to a theme	<p><u>Playing</u> To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p><u>Improvisation</u> Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p><u>Playing</u> To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone) Other instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u> To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot</p>

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

	Spring 2	Lean on Me Soul/Gospel music and helping one another	<p>Bronze Challenge: Copy Back – Listen and sing back melodic patterns. Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.</p>	<ul style="list-style-type: none"> - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the Challenges in your improvisations <p><u>Composition</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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.) <p><u>Performance</u></p> <p>To know and be able to talk about:</p>
	Summer 1	Blackbird The Beatles, equality and civil rights	<p>Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! - Take it in turns to improvise using three different notes</p> <p><u>Composition</u></p>	

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

2021/22 Music Curriculum and Skills Progression

	<p>Summer 2</p>	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>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). <u>Performance</u> 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 stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music
<p>Y</p>	<p>Term</p>	<p>Topic</p>	<p>Skills</p>	<p>Knowledge</p>

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

	Autumn 1	<p>Livin' On a Prayer</p> <p>Rock Anthems</p>	<p><u>Listen and Appraise</u></p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p><u>Listen and Appraise</u></p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time?
	Autumn 2	<p>Classroom Jazz 1</p> <p>Jazz and Improvisation</p>	<p><u>Singing</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p><u>Playing</u></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p>	<p><u>Singing</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice <p><u>Playing</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble staff
	Spring 1	<p>Make You Feel My Love</p> <p>Pop Ballads</p>	<p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p><u>Improvisation</u></p>	

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

	Spring 2	<p>The Fresh Prince of Bel-Air</p> <p>Old School Hip=Hop</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>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</p> <p>2. Play and Improvise – using up to three notes: Bronze – Question and Answer using instruments. Use one note in your answer Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation – Using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes.</p>	<p>- The instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u> To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the Challenges in your improvisations - To know three well-known improvising musicians</p>
	Summer 1	<p>Dancing in the Street</p> <p>Motown</p>	<p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p><u>Composition</u> 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</p>
	Summer 2	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>	<p><u>Composition</u> 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.</p>	<p><u>Performance</u> To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned</p>

Improvisation

Listen and appraise

Composition

Singing

Performance

Playing

2021/22 Music Curriculum and Skills Progression

Year 6			<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u></p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don’t know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>
	Term	Topic	Skills	Knowledge
Autumn 1	Happy Being happy!	<p><u>Listen and Appraise</u></p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p>	<p><u>Listen and Appraise</u></p> <p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about 	

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	Autumn 2	Classroom Jazz 2 Jazz, Improvisation and composition	<p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p><u>Singing</u> 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'.</p> <p><u>Playing</u> Play a musical instrument with the correct technique within the context of the Unit song.</p>	<ul style="list-style-type: none"> - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity <p><u>Singing</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice <p><u>Playing</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble staff - The instruments they might play or be played in a band or orchestra or by their friends <p><u>Improvisation</u> To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot </p>
	Spring 1	A News Year Carol Benjamin Britten's music and cover versions	<p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p> <p><u>Improvisation</u> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	
	Spring 2	You've Got A Friend The music of Carole King	<p>1. Play and Copy Back – Copy back using instruments. Bronze – 1 note, silver – 2 notes, gold – 3 notes. 2. Play and Improvise – Using up to three notes: Bronze – Question and Answer using instruments. Use one note in your answer. Silver - Question and Answer using instruments. Use two notes in your answer.</p>	

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Performance

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	Summer 1	Music and Identity	<p>Gold - Question and Answer using instruments. Use three notes in your answer.</p> <p>3. Improvisation – Using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – 1 note, silver – 2 notes, gold – 3 notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><u>Composition</u></p>	<ul style="list-style-type: none"> - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one, two or three notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations - To know three well-known improvising musicians
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	<p>Summer 2</p>	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u></p> <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<p><u>Composition</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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 <p><u>Performance</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - Performing is sharing music with an audience with belief - A performance doesn’t have to be a drama! It can be to one person or to each other - Everything that will be performed must be planned and learned - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don’t know - It is planned and different for each occasion - A performance involves communicating ideas, thoughts and feelings about the song/music
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