

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genres	EYFS will cover the relevant music statements of Development Matters (included beneath the table)	Latin, Blues, Folk, Funk, Baroque, Bhangra, Bossa Nova, Music from Films, Big Band Jazz, Mash-Up, Latin Fusion	Rock, Pop, Soul, Film Music, Musicals A song with rapping and improvising for Christmas	Reggae, Disco (a disco song that tells a story)	Rap, Grime, Classical, Bhangra, Tango, Latin Fusion, Classic Pop	Old School Hip Hop, Jazz, Bossa Nova and Swing	70s Ballad/Pop and music inspired by your identity and women in the music industry
Vocabulary	See above	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,	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



					percussion,		equality, unison,
					birdsong, civil		harmony.
					rights, racism,		narmony.
					equality.		
Listen and	See above	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
Appraise		•To know 5 songs off by	To know five songs off by	To know five songs	To know five songs	To know five songs	To know five songs
(evaluate)		heart.	heart.	from memory and	from memory and	from memory, who	from memory,
(,		 To know what the 	• To know some songs,	who sang them or	who sang them or	sang or wrote them,	who sang or wrote
		songs are about.	have a chorus or a	wrote them.	wrote them.	when they were	them, when they
		 To know and recognise 	response/answer part.	• To know the style	To know the style	written and, if possible,	were written and
		the sound and names of	• To know that songs	of the five songs.	of the five songs.	why?	why?
		some of the instruments	have a musical style.	• To choose one	To choose one	• To know the style of	• To know the
		they use.		song and be able to	song and be able	the five songs and to	style of the songs
			Skills:	talk about:	to talk about:	name other songs from	and to name other
		Skills:	• To learn how they can	O Its lyrics: what the	• Some of the style	the Units in those	songs from the
		• To learn how they can	enjoy moving to music	song is about	indicators of that	styles.	Units in those
		enjoy moving to music by	by dancing, marching,	O Any musical	song (musical	 To choose two or 	styles.
		dancing, marching,	being animals or pop	dimensions featured	characteristics that	three other songs and	• To choose three
		being animals or pop	stars.	in the song, and	give the song its	be able to talk about: O	or four other songs
		stars.	• To learn how songs can	where they	style).	Some of the style	and be able to talk
			tell a story or describe an	are used (texture,	 The lyrics: what 	indicators of the songs	about:
			idea.	dynamics, tempo,	the song is about.	(musical characteristics	 The style
				rhythm and pitch)	 Any musical 	that give the songs	indicators of the
				 Identify the main 	dimensions	their style) O The lyrics:	songs (musical
				sections of the song	featured in the	what the songs are	characteristics that
				(introduction, verse,	song and where	about O Any musical	give the songs
				chorus etc.)	they are used	dimensions featured in	their style)
				O Name some of the	(texture, dynamics,	the songs and where	O The lyrics: what
				instruments they	tempo, rhythm and	they are used (texture,	the songs are
				heard in the song	pitch).	dynamics, tempo,	about
					 Identify the main 	rhythm and pitch) ○	O Any musical
				Skills:	sections of the	Identify the main	dimensions



Music Progression

• To confidently	song (introduction,	sections of the songs	featured in the
identify and move to	verse, chorus etc).	(intro, verse, chorus	songs and where
the pulse.	Name some of	etc.) O Name some of	they
• To think about	the instruments	the instruments they	are used (texture,
what the words of a	they heard in the	heard in the songs o	dynamics, tempo,
song mean.	song.	The historical context	rhythm, pitch and
• To take it in turn to	501.8.	of the songs. What else	timbre)
discuss how the song	Skills:	was going on at this	o Identify the
makes them feel.	• To confidently	time?	structure of the
Listen carefully and	identify and move	time.	songs (intro, verse,
respectfully to other	to the pulse.	Skills:	chorus etc.)
people's thoughts	• To talk about the	To identify and move to	o Name some of
about the	musical	the pulse with ease.	the instruments
music.	dimensions	• To think about the	used in the songs
	working together	message of songs.	o The historical
	in the Unit	• To compare two	context of the
	songs eg if the	songs in the same style,	songs. What else
	song gets louder in	talking about what	was going on at
	the chorus	stands out musically in	this time, musically
	(dynamics).	each of them, their	and historically?
	• Talk about the	similarities and	o Know and talk
	music and how it	differences.	about that fact
	makes them feel.	 Listen carefully and 	that we each have
	 Listen carefully 	respectfully to other	a musical
	and respectfully to	people's thoughts	Identity
	other people's	about the music.	
	thoughts about the	 When you talk try to 	
	music.	use musical words.	Skills:
	 When you talk 	 To talk about the 	 To identify and
	try to use musical	musical dimensions	move to the pulse
	words.	working together in the	with ease.
		Unit songs.	 To think about

Music Progression

			 Talk about the music 	the message of
			and how it makes you	songs.
			feel.	 To compare two
				songs in the same
				style, talking about
				what stands
				out musically in
				each of them, their
				similarities and
				differences.
				 Listen carefully
				and respectfully to
				other people's
				thoughts about
				the
				music.
				 Use musical
				words when
				talking about the
				songs.
				 To talk about the
				musical
				dimensions
				working together
				in the Unit
				songs.
				 Talk about the
				music and how it
				makes you feel,
				using musical
				language to
				describe the

Verita

							music.
•						<u> </u>	
Games	EYFS will cover the	Knowledge:	Knowledge:	Knowledge:	Know and be able	Knowledge:	Knowledge:
	relevant music	• To know that music has	To know that music has a		to talk about:	Know and be able to	Know and be able
	statements of	a steady pulse, like a	steady pulse, like a	Know how to find	• How pulse,	talk about:	to talk about:
	Development	heartbeat.	heartbeat.	and demonstrate the	rhythm and pitch	 How pulse, rhythm, 	• How pulse,
	Matters (included	• To know that we can	 To know that we can 	pulse.	work together	pitch, tempo, dynamics,	rhythm, pitch,
	beneath the table)	create rhythms from	create rhythms from	 Know the 	 Pulse: Finding 	texture and structure	tempo, dynamics,
		words, our names,	words, our names,	difference between	the pulse – the	work together and how	texture and
		favourite food, colours	favourite food, colours	pulse and rhythm.	heartbeat of the	they connect in a song	structure
		and animals.	and animals.	 K now how pulse, 	music	 How to keep the 	work together to
			 Rhythms are different 	rhythm and pitch	 Rhythm: the long 	internal pulse	create a song or
		Skills:	from the steady pulse.	work together to	and short patterns	 Musical Leadership: 	music
		There are progressive	 We add high and low 	create a song.	over the pulse	creating musical ideas	 How to keep the
		Warm-up Games and	sounds, pitch, when we	 Know that every 	 Know the 	for the group to copy or	internal pulse
		Challenges within each	sing and play our	piece of music has a	difference	respond to.	 Musical
		Unit that embed pulse,	instruments.	pulse/steady beat.	between pulse and		Leadership:
		rhythm and pitch.		 Know the 	rhythm	Skills:	creating musical
		Children will complete	Skills:	difference between a	 Pitch: High and 	Using the Warm up	ideas for the group
		the following in relation	There are progressive	musical question and	low sounds that	Games tracks provided,	to copy or
		to the main song:	Warm-up Games and	an answer.	create melodies	complete the Bronze,	respond to
		• Game 1 – Have Fun	Challenges within each		• How to keep the	Silver and Gold	
		Finding The Pulse! Find	Unit that	Skills:	internal pulse	Challenges. Children	Skills:
		the pulse. Choose an	embed pulse, rhythm	Using the Warm up	Musical	will complete the	Using the Warm
		animal and find the pulse	and pitch. Children will	Games tracks	Leadership:	following in relation to	up Games tracks
			complete the following	provided, complete	creating musical	the main song, using	provided,
		• Game 2 – Rhythm	in	the Bronze, Silver	ideas for the group	three notes:	complete the
		Copy Back Listen to the	relation to the main	and	to copy or	● Bronze Challenge ○	Bronze, Silver and
		rhythm and clap back.	song:	Gold Challenges.	respond to	Find the pulse \circ Copy	Gold Challenges.
		Copy back short rhythmic	• Game 1 – Have Fun	Children will		back rhythms based on	Children will
		phrases based on words,	Finding the Pulse!	complete the	Skills:	the words of the main	complete the



	Final the invited Ch	falles de sie valat		and a sheet in sheet a	felles de sta
with one and two	Find the pulse. Choose	following in relation	Using the Warm up	song, that include	following in
syllables whilst mare	-	to the main	Games tracks	syncopation/off beat o	relation to the
to the steady beat.	pulse.	song, using two	provided,	Copy back one-note	main
• Game 3 – Rhythm		notes:	complete the	riffs using simple and	song, using three
Back, Your Turn, cre		1. Find the Pulse	Bronze, Silver and	syncopated rhythm	notes:
rhythms for others t	o Listen to the rhythm and	2. Rhythm Copy	Gold Challenges.	patterns	 Bronze
сору	clap back. Copy back	Back:	Children will	 ● Silver Challenge ○ 	Challenge
• Game 4 – Pitch Co	ppy short rhythmic phrases	a. Bronze: Clap and	complete the	Find the pulse O Lead	O Find the pulse
Back and Vocal War	m-up based on words, with	say back rhythms	following in	the class by inventing	O Copy back
1 Listen and sing ba	ick. one and two syllables	b. Silver: Create your	relation to the	rhythms for others to	rhythms based on
Use your voices to c	opy whilst marching the	own simple rhythm	main	copy back ○ Copy back	the words of the
back using 'la', while	t steady beat.	patterns	song, using two	two-note riffs by ear	main song, that
marching to the stea	dy • Game 3 – Rhythm	c. Gold: Perhaps lead	notes:	and with notation \circ	include
beat	Copy Back, Your Turn	the class using their	1. Find the Pulse	Question and answer	syncopation/off
• Game 4a – Pitch C	opy Create rhythms for	simple rhythms	2. Rhythm Copy	using two different	beat
Back and Vocal War	m-up others to copy.	3. Pitch Copy Back	Back:	notes	o Copy back one-
2 Listen and sing ba	ock, • Game 4 – Pitch Copy	Using 2 Notes	a. Bronze: Clap and	● Gold Challenge ○ Find	note riffs using
and some different	vocal Back and Vocal Warm-up	a. Bronze: Copy back	say back rhythms	the pulse ○ Lead the	simple and
warm-ups. Use	1	 – 'Listen and sing 	b. Silver: Create	class by inventing	syncopated
your voices to copy	back Listen and sing back. Use	back' (no notation)	your own simple	rhythms for them to	rhythm
using 'la'.	your voices to copy back	b. Silver: Copy back	rhythm patterns	copy back ○ Copy back	patterns
	using 'la', whilst	with instruments,	c. Gold: Perhaps	three-note riffs by ear	 Silver Challenge
	marching the steady	without then with	lead the class using	and with notation O	O Find the pulse
	beat.	notation	their simple	Question and answer	O Lead the class by
	• Game 4a – Pitch Copy	c. Gold: Copy back	rhythms	using three different	inventing rhythms
	Back and Vocal Warm-up	with instruments,	3. Pitch Copy Back	notes	for others to copy
	2	without and then	Using 2 Notes		back
	Listen and sing back, and	with	a. Bronze: Copy		O Copy back two-
	some different vocal	notation	back – 'Listen and		note riffs by ear
	warm-ups. Use your	4. Pitch Copy Back	sing back' (no		and with notation
	voices to copy back using	and Vocal Warm-ups	notation)		 Question and
	ʻla'.		b. Silver: Copy		answer using two





					back with		different notes
					instruments,		Gold Challenge
					without then with		• Find the pulse
					notation		• Lead the class by
					c. Gold: Copy back		inventing rhythms
					with instruments,		for them to copy
					without and then		back
					with		 Copy back three-
					notation		note riffs by ear
					4. Pitch Copy Back		and with notation
					and Vocal Warm-		 Question and
					ups		answer using three
							different notes
Singing	Children will learn	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
Adapted for	to listen and sing	To confidently sing or rap	To confidently know and	To know and be able	To know and be	To know and	To know and
Covid	nursery rhymes	five songs from memory	sing five songs from	to talk about:	able to talk about:	confidently sing five	confidently sing
	and action songs.	and sing them in unison	memory.	 Singing in a group 	 Singing in a 	songs and their parts	five songs and
			 To know that unison is 	can be called a choir	group can be called	from memory, and to	their parts from
		Skills:	everyone singing at the	 Leader or 	a choir	sing them with a strong	memory,
		 Learn about voices, 	same time.	conductor: A person	 Leader or 	internal pulse.	and to sing them
		singing notes of different	 Songs include other 	who the choir or	conductor: A	 To choose a song and 	with a strong
		pitches (high and low).	ways of using the voice	group follow	person who the	be able to talk about: O	internal pulse.
		 Learn that they can 	e.g. rapping (spoken	 Songs can make 	choir or group	Its main features O	 To know about
		make different types of	word).	you feel different	follow	Singing in unison, the	the style of the
		sounds with their voices	 To know why we need 	things e.g. happy,	 Songs can make 	solo, lead vocal,	songs so you can
		 you can rap or say 	to warm up our voices.	energetic or sad	you feel different	backing vocals or	represent the
		words in rhythm.		 Singing as part of 	things e.g. happy,	rapping O To know	feeling
		 Learn to start and stop 	Skills:	an ensemble or large	energetic or sad	what the song is about	and context to
		singing when following a	 Learn about voices 	group is fun, but that	 Singing as part of 	and the meaning of the	your audience
		leader.	singing notes of different	you must	an ensemble or	lyrics o To know and	• To choose a song
			pitches (high and low).	listen to each other	large group is fun,	explain the importance	and be able to talk
			 Learn that they can 	 To know why you 	but that you must	of warming up your	about:



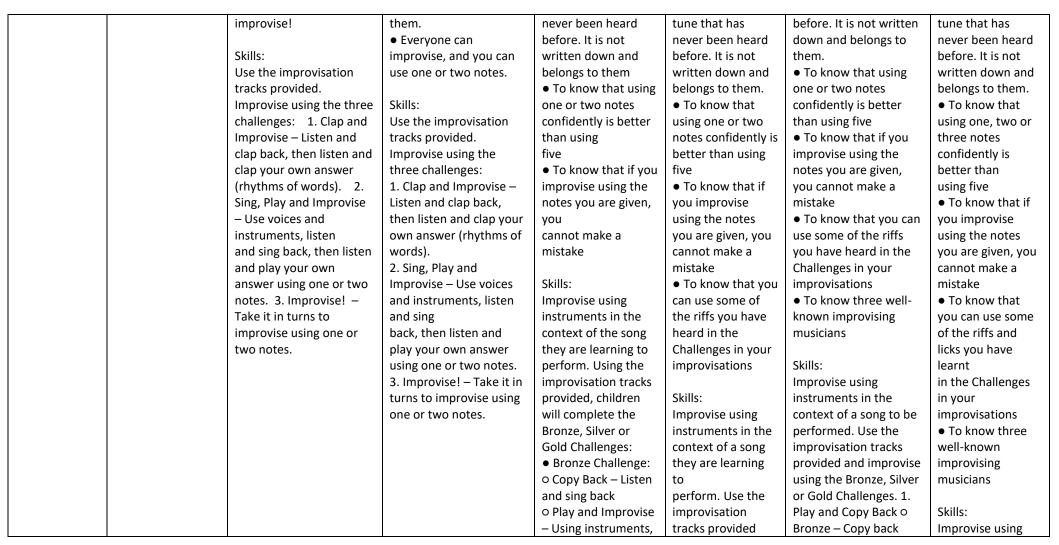
make different types of	must warm up vour	listen to each other	voice.	O Its main features
	must warm up your			
sounds with their voices	voice	• Texture: How a	Skills:	O Singing in
- You can rap (spoken		solo singer makes a	To sing in unison and to	unison, the solo,
word with rhythm).	Skills:	thinner texture	sing backing vocals.	lead vocal, backing
 Learn to find a 	 To sing in unison 	than a large group	 To enjoy exploring 	vocals or
comfortable singing	and in simple two-	 To know why 	singing solo. To listen to	rapping
position.	parts.	you must warm up	the group when	o To know what
 Learn to start and stop 	 To demonstrate a 	your voice	singing.	the song is about
singing when following a	good singing		 To demonstrate a 	and the meaning
leader.	posture.	Skills:	good singing posture.	of the lyrics
	• To follow a leader	 To sing in unison 	 To follow a leader 	o To know and
	when singing.	and in simple two-	when singing.	explain the
	 To enjoy exploring 	parts.	 To experience 	importance of
	singing solo.	 To demonstrate 	rapping and solo	warming up your
	 To sing with 	a good singing	singing.	voice
	awareness of being	posture.	 To listen to each 	
	'in tune'.	 To follow a 	other and be aware of	Skills:
	 To have an 	leader when	how you fit into the	• To sing in unison
	awareness of the	singing.	group.	and to sing backing
	pulse internally	 To enjoy 	 To sing with 	vocals.
	when singing.	exploring singing	awareness of being 'in	• To demonstrate
		solo.	tune'.	a good singing
		 To sing with 		posture.
		awareness of being		• To follow a
		'in tune'.		leader when
		• To rejoin the		singing.
		song if lost.		• To experience
		• To listen to the		rapping and solo
		group when		singing.
		singing.		• To listen to each
				other and be
				aware of how you

							fit into the group.
							• To sing with
							awareness of
							being 'in tune'.
Playing /	EYFS will cover the	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
musical	relevant music	• Learn the names of the		To know and be able	To know and be	To know and be able to	To know and be
notation	statements of	notes in their	Learn the names of the	to talk about:	able to talk about:	talk about:	able to talk about:
	Development	instrumental part from	notes in their	 The instruments 	• The instruments	 Different ways of 	• Different ways of
	Matters (included	memory or when written	instrumental part from	used in class (a	used in class (a	writing music down –	writing music
	beneath the table)	down.	memory	glockenspiel, a	glockenspiel,	e.g. staff notation,	down – e.g. staff
		• Learn the names of the	or when written down.	recorder)	recorder or	symbols	notation, symbols
		instruments they are	 Know the names of 		xylophone).	 The notes C, D, E, F, 	• The notes C, D,
		playing.	untuned percussion	Skills:	• Other	G, A, B + C on the treble	E, F, G, A, B + C on
			instruments played in	 To treat 	instruments they	stave	the treble stave
		Skills:	class.	instruments carefully	might play or be	 The instruments they 	• The instruments
		 Treat instruments 		and with respect.	played in a band or	might play or be played	they might play or
		carefully and with	Skills:	 Play any one, or all 	orchestra	in a band or orchestra	be played in a
		respect.	 Treat instruments 	of four,	or by their friends.	or by their friends	band or orchestra
		 Play a tuned 	carefully and with	differentiated parts			or by their friends
		instrumental part with	respect.	on a tuned	Skills:	Skills:	
		the song they perform.	 Learn to play a tuned 	instrument –	• To treat	Play a musical	Skills:
		 Learn to play an 	instrumental part that	a one-note, simple or	instruments	instrument with the	 Play a musical
		instrumental part that	matches their musical	medium part or the	carefully and with	correct technique	instrument with
		matches their	challenge, using one of	melody of the song)	respect.	within the context of	the correct
		musical challenge, using	the differentiated parts	from	 Play any one, or 	the Unit song.	technique within
		one of the differentiated	(a one-note, simple or	memory or using	all four,	 Select and learn an 	the
		parts (a one-note part, a	medium part).	notation.	differentiated	instrumental part that	context of the Unit
		simple part, medium	 Play the part in time 	 To rehearse and 	parts on a tuned	matches their musical	song.
		part).	with the steady pulse.	perform their part	instrument – a	challenge, using one of	 Select and learn
		 Listen to and follow 	 Listen to and follow 	within the context of	one-note, simple	the differentiated parts	an instrumental
		musical instructions from	musical instructions from	the Unit song.	or medium part or	 – a one-note, simple or 	part that matches
L		a leader.	a leader.	 To listen to and 	the melody of the	medium part or the	their musical





				follow musical instructions from a leader.	song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.	 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. 	challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Improvisation	See above	Knowledge: • Improvisation is about making up your own tunes on the spot. • When someone	Knowledge: Improvisation is making up your own tunes on the spot. • When someone	Knowledge: To know and be able to talk about improvisation: • Improvisation is	Knowledge: To know and be able to talk about improvisation: • Improvisation is	Knowledge: To know and be able to talk about improvisation: • Improvisation is	Knowledge: To know and be able to talk about improvisation: • Improvisation is
		improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can	improvises, they make up their own tune that has never been heard before. It is not written down and belongs to	 making up your own tunes on the spot When someone improvises, they make up their own tune that has 	 making up your own tunes on the spot When someone improvises, they make up their own 	 making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard 	 making up your own tunes on the spot When someone improvises, they make up their own







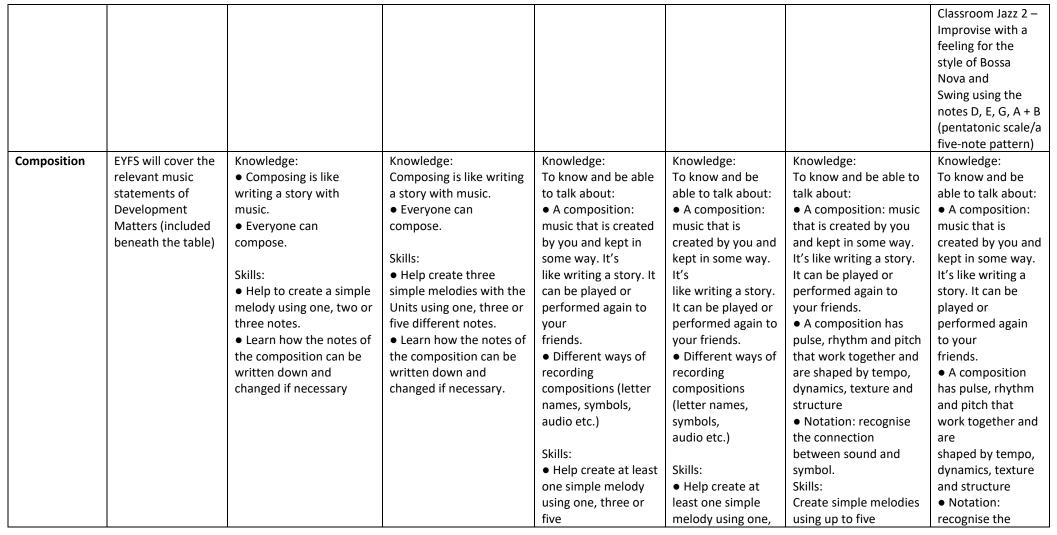
Music Progression

listen and also as	and the second and	and a first start start of the	1
listen and play your	and improvise	using instruments. Use	instruments in the
own answer using	using the	one note. O Silver –	context of a song
one note.	Bronze, Silver or	Copy back using	to be performed.
○ Improvise! – Take	Gold Challenges.	instruments. Use the	Use the
it in turns to	 Bronze 	two notes. O Gold –	improvisation
improvise using one	Challenge:	Copy back using	tracks provided
note.	○ Copy Back –	instruments. Use the	and improvise
 Silver Challenge: 	Listen and sing	three notes. 2. Play and	using the Bronze,
o Sing, Play and Copy	back melodic	Improvise You will be	Silver or Gold
Back – Listen and	patterns	using up to three notes:	Challenges.
copy back using	o Play and	 Bronze – Question 	1. Play and Copy
instruments, using	Improvise – Using	and Answer using	Back
two different notes.	instruments, listen	instruments. Use one	o Bronze – Copy
O Play and Improvise	and play your	note in your answer. O	back using
– Using your	own answer using	Silver – Question and	instruments. Use
instruments, listen	one note.	Answer using	one note.
and play	 Improvise! – 	instruments. Use two	o Silver – Copy
your own answer	Take it in turns to	notes in your answer.	back using
using one or two	improvise using	Always start on a G. \circ	instruments. Use
notes.	one note.	Gold – Question and	the two notes.
0 Improvise! – Take	 Silver Challenge: 	Answer using	o Gold – Copy back
it in turns to	o Sing, Play and	instruments. Use three	using instruments.
improvise using one	Copy Back – Listen	notes in your answer.	Use the three
or two	and copy back	Always start on a G. 3.	notes.
notes.	using	Improvisation! You will	2. Play and
 Gold Challenge: 	instruments, using	be using up to three	Improvise You will
o Sing, Play and Copy	two different	notes. The notes will be	be using up to
Back – Listen and	notes.	provided on-screen and	three notes:
copy back using	O Play and	in the lesson plan: O	o Bronze –
instruments, two	Improvise – Using	Bronze – Improvise	Question and
different notes.	your instruments,	using one note. O Silver	Answer using
o Play and Improvise	listen and play	 Improvise using two 	instruments. Use



Music Progression

		Lingvour		notos o Cold	
		– Using your	your own answer	notes. O Gold –	one
		instruments, listen	using one or two	Improvise using three	note in your
		and play	notes.	notes. Classroom Jazz 2	answer.
		your own answer	o Improvise! –	 Improvise with a 	 Silver – Question
		using two different	Take it in turns to	feeling for the style of	and Answer using
		notes.	improvise using	Bossa Nova and Swing	instruments. Use
		0 Improvise! – Take	one or two	using the notes D, E, G,	two
		it in turns to	notes.	A + B (pentatonic	notes in your
		improvise using	 Gold Challenge: 	scale/a five-note	answer. Always
		three different	o Sing, Play and	pattern)	start on a G.
		notes.	Copy Back – Listen		 Gold – Question
			and copy back		and Answer using
			using		instruments. Use
			instruments, two		three
			different notes.		notes in your
			O Play and		answer. Always
			Improvise – Using		start on a G.
			your instruments,		3. Improvisation!
			listen and play		You will be using
			your own answer		up to three notes.
			using two different		The notes will be
			notes.		provided on-
			0 Improvise! –		screen and in the
			Take it in turns to		lesson plan:
			improvise using		o Bronze –
			three different		Improvise using
			notes.		one note.
					o Silver –
					Improvise using
					two notes.
					o Gold – Improvise
					using three notes.
	I				using three notes.







Music Progression

	different notes.	three or all five	different notes and	connection
	 Plan and create a 	different notes.	simple rhythms that	between sound
	section of music that	 Plan and create a 	work musically with the	and symbol
	can be performed	section of music	style of the Unit song.	
	within the	that can be	• Explain the keynote	
	context of the unit	performed within	or home note and the	Skills:
	song.	the	structure of the	 Create simple
	 Talk about how it 	context of the unit	melody.	melodies using up
	was created.	song.	 Listen to and reflect 	to five different
	 Listen to and 	 Talk about how it 	upon the developing	notes and simple
	reflect upon the	was created.	composition and make	rhythms that work
	developing	 Listen to and 	musical decisions about	musically with the
	composition and	reflect upon the	how the melody	style of the Unit
	make	developing	connects with the song.	song.
	musical decisions	composition and	 Record the 	 Explain the
	about pulse, rhythm,	make	composition in any way	keynote or home
	pitch, dynamics and	musical decisions	appropriate that	note and the
	tempo.	about pulse,	recognises the	structure of the
	 Record the 	rhythm, pitch,	connection between	melody.
	composition in any	dynamics and	sound and symbol (e.g.	 Listen to and
	way appropriate that	tempo.	graphic/pictorial	reflect upon the
	recognises the	 Record the 	notation).	developing
	connection between	composition in any		composition and
	sound and symbol	way appropriate		make
	(e.g.	that recognises the		musical decisions
	graphic/pictorial	connection		about how the
	notation).	between sound		melody connects
		and symbol (e.g.		with the song.
		graphic/pictorial		 Record the
		notation).		composition in any
				way appropriate
				that recognises the

							connection between sound and symbol (e.g.
							graphic/pictorial notation).
Performance	Provide children with opportunities to perform songs they have learnt.	Knowledge: • A performance is sharing music with other people, called an audience. Skills: • 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.	Knowledge: 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. Skills: • 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.	Knowledge: 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	Knowledge: 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	Knowledge: 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 • 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	•
				and involve an	occasion and	occasion	involve an
				audience including of people,	involve an audience	 A performance involves 	audience including of
				you don't know	including of	communicating ideas,	people, you don't





Music Progression

	 It is planned and 	people, you don't	thoughts and feelings	know
	different for each	know	about the song/music	 It is planned and
	occasion	 It is planned and 	0, -	different for each
	 It involves 	different for each	Skills:	occasion
	communicating	occasion	To choose what to	 A performance
	feelings, thoughts	 It involves 	perform and create a	involves
	and ideas about the	communicating	programme.	communicating
	song/music	feelings, thoughts	• To communicate the	ideas, thoughts
	0,	and ideas about	meaning of the words	and feelings
	Skills:	the	and clearly articulate	about the
	• To choose what to	song/music	them.	song/music
	perform and create a		 To talk about the 	<u>.</u>
	programme.	Skills:	venue and how to use it	Skills:
	 To communicate 	 To choose what 	to best effect.	 To choose what
	the meaning of the	to perform and	 To record the 	to perform and
	words and clearly	create a	performance and	create a
	articulate them.	programme.	compare it to a	programme.
	 To talk about the 	Present a	previous performance.	 To communicate
	best place to be	musical	 To discuss and talk 	the meaning of the
	when performing	performance	musically about it –	words and clearly
	and how to stand	designed to	"What went well?" and	articulate
	or sit.	capture the	"It would have been	them.
	 To record the 	audience.	even better if?"	• To talk about the
	performance and say	• To communicate		venue and how to
	how they were	the meaning of the		use it to best
	feeling, what they	words and clearly		effect.
	were pleased with	articulate them.		 To record the
	what they would	• To talk about the		performance and
	change and why.	best place to be		compare it to a
		when performing		previous
		and how to stand		performance.
		or sit.		 To discuss and



		• To record the	talk musically
		performance and	about it – "What
		say how they were	went well?" and
		feeling, what they	"It
		were pleased with	would have been
		what they would	even better if?"
		change and why.	