Listen & Appraise	Practise (Elements)	Sing	Play	Improvisation	Composition	Performance
Knowledge To know 5 songs by heart. To know what the songs are about. To know and recognise the sound names of some of the instruments they use. Skills To learn how they cenjoy moving to muby dancing, marchibeing animals or postars etc.	Monowedge 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. Monowedge To know that we can create rhythms from words, our names, favourite food, colours and animals. Monowedge To knowledge To knowledge To know that music has a steady pulse, for words, our names, favourite food, colours and animals. Monowledge To know that music has a steady pulse, like a progressive range of Warm-up	Sing Knowledge To confidently sing or rap five songs from memory and sing them in unison. Skills 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.	Flay Knowledge 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. Skills 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.	Improvisation Knowledge 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! Skills Use improvisation tracks to Improvise. 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	Knowledge Composition Knowledge Composing is like writing a story with music. Everyone can compose. Skills Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Rnowledge A performance is sharing music with other people, called an audience. Skills Choose a song they have learnt and perform it. They can add their ideas to the performance and say how they were feeling about it.

	Listen & Appraise	Practise (Elements)	Sing	Play	Improvisation	Composition	Performance
<u>Y2</u>	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	To know five songs	To know that music	. ● To	• Learn the	 Improvisation 	. • Composing	• A
	off by heart.	has a steady pulse,	confidently know	names of the	is making up	is like writing a	performance is
	 To know some songs 	like a heartbeat.	and sing five	notes in their	your own tunes	story with	sharing music
	have a chorus or a	To know that we	songs from	instrumental	on the spot.	music.	with an
	response/answer part.	can create rhythms	memory.	part from	When	 Everyone can 	audience.
	To know that songs	from words, our	To know that	memory or	someone	compose.	• A
	have a musical style.	names, favourite	unison is	when written	improvises, they	G1 111	performance
	Skills	food, colours and	everyone singing	down.	make up their	Skills	can be a special
	• To learn how they can	animals.	at the same time.	• Know the	own tune that	. • Help create	occasion and
	enjoy moving to music	Rhythms are different from the	• Songs include	names of untuned	has never been heard before. It	three simple melodies - using	involve a class,
	by dancing, marching, being animals or pop		other ways of using the voice	percussion	is not written	one, three or	a year group or a whole school.
	stars.	steady pulse. • We add high and	e.g. rapping	instruments	down and	five different	An audience
	• To learn how songs	low sounds, pitch,	(spoken word).	played in class.	belongs to them.	notes.	can include
	can tell a story or	when we sing and	• To know why	Skills	• Everyone can	• Learn how	your parents
	describe an idea.	play our instruments.	we need to warm	• Treat	improvise, and	the notes of the	and friends.
	describe an idea.	Skills	up our voices.	instruments	you can use one	composition can	Skills
		Use a progressive	Skills	carefully and	or two notes.	be written down	• Choose a
		range of Warm-up	• Learn about	with respect.	Skills	and changed if	song they have
		Games and	voices singing	• Learn to play	Use	necessary.	learnt from the
		Challenges to embed	notes of different	a tuned	improvisation	J.	Scheme and
		pulse, rhythm and	pitches (high and	instrumental	tracks to		perform it.
		pitch.	low).	part that	Improvise:		They can add
			 Learn that they 	matches their	1. Clap and		their ideas to the
			can make	musical	Improvise –		performance.
			different types of	challenge, using	Listen and clap		 Record the
			sounds with their	one of the	back, then listen		performance
			voices –	differentiated	and clap your		and say how
			you can rap	parts (a one-	own answer		they were
			(spoken word	note, simple or	(rhythms of		feeling about it.
			with rhythm).	medium part).	words).		
			• Learn to find a	• Play the part	2. Sing, Play and Improvise		
			comfortable singing position.	in time with the steady pulse.	- Use voices		
			• Learn to start	Listen to and	and instruments,		
			and stop singing	follow musical	listen and sing		
			when following a	instructions	back, then listen		
			leader.	from a leader.	and play your		
			louder.	moni a reader.	own answer		
				1	using one or two		
				1	notes.		
					3. Improvise! –		
					Take it in turns		
				1	to improvise		
					using one or two		
					notes.		

	Listen & Appraise	Practise	Sing	Play	Improvisation	Composition	Performance
		(Elements)					
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
¥72	 To know five songs from memory and 	Know how to find and	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk	To know and be able to talk about:	To know and be able to talk
<u>Y3</u>	who sang them or	demonstrate the	Singing in a	The	able to talk	A composition:	about:
	wrote them.	pulse.	group can be called	instruments used	improvisation:	music that is	• Performing is
	To know the style	• Know the	a choir	in class (a	Improvisation	created by you	sharing music
	of the five songs.	difference between	 Leader or 	glockenspiel, a	is making up	and kept in some	with other
	 To choose one 	pulse and rhythm.	conductor: A	recorder)	your own tunes	way. It's	people, an
	song and be able to	• K now how	person who the	G1 411	on the spot	like writing a	audience
	talk about: O Its lyrics: what the	pulse, rhythm and pitch work together	choir or group follow	Skills ■ To treat	When someone	story. It can be played or	A performance doesn't have to
	song is about	to create a song.	Songs can make	instruments	improvises,	performed again	be a drama! It
	Any musical	Know that every	you feel different	carefully and with	they make up	to your	can be to one
	dimensions featured	piece of music has	things e.g. happy,	respect.	their own tune	friends.	person or
	in the song, and	a pulse/steady beat.	energetic or sad	 Play any one, 	that has never	 Different ways 	to each other
	where they	• Know the	• Singing as part of	or all of four,	been heard	of recording	You need to
	are used (texture, dynamics, tempo,	difference between a musical question	an ensemble or large group is fun,	differentiated parts on a tuned	before. It is not written down	compositions (letter names,	know and have planned
	rhythm and pitch)	and an answer.	but that you must	instrument –	and belongs to	symbols,	everything that
	 Identify the main 	and an answer.	listen to each other	a one-note,	them	audio etc.)	will be
	sections of the song	Skills	 To know why 	simple or medium	 To know that 	,	performed
	(introduction, verse,	Use a progressive	you must warm up	part or the	using one or	<u>Skills</u>	You must sing
	chorus etc.)	range of Warm-up	your voice	melody of the	two notes	Help create at	or rap the words
	 Name some of the instruments they 	Games and Challenges to	Skills	song) from memory or using	confidently is better than	least one simple melody using one,	clearly and play with confidence
	heard in the song	embed pulse,	• To sing in unison	notation.	using	three or five	A performance
	neard in the song	rhythm, beat and	and in simple two-	To rehearse and	five	different notes.	can be a special
	<u>Skills</u>	pitch - extending to	parts.	perform their part	 To know that 	 Plan and create 	occasion and
	 To confidently 	use of instruments,	 To demonstrate a 	within the context	if you	a section of music	involve an
	identify and move to	leading patterns and	good singing	a song.	improvise using	that can be	audience
	the pulse. ■ To think about	ore than one note etc.	posture. ● To follow a	To listen to and follow musical	the notes you are given, you	performed within the context of a	including of people you don't
	what the words of a	cic.	leader when	instructions from	cannot make a	song.	know
	song mean.		singing.	a leader.	mistake.	Talk about how	• It is planned
	 To take it in turn to 		 To enjoy 			it was created.	and different for
	discuss how the song		exploring singing		<u>Skills</u>	 Listen to and 	each occasion
	makes them feel.		solo.		Improvise using	reflect upon the	• It involves
	 Listen carefully and respectfully to 		 To sing with awareness of being 		voice or instruments in	developing composition and	communicating feelings,
	other people's		'in tune'.		the context of	make musical	thoughts and
	thoughts about the		 To have an 		any song they	decisions about	ideas about the
	music.		awareness of the		are learning to	pulse, rhythm,	song/music
			pulse internally		Perform = &/or	pitch, dynamics	G1 111
			when singing.		Using improvisation	and tempo. • Record the	Skills ● To choose
					tracks.	composition in	what to perform
					o Sing, Play	any way	and create a
					and Copy Back	appropriate that	programme.
					 Listen and 	recognises the	• To
					sing back	connection	communicate the
					melodic pattern or copy back	between sound and symbol (e.g.	meaning of the words and
					using	graphic/pictorial	clearly articulate
					Instruments &	notation).	them.
					one or two		 To talk about
					different notes.		the best place to
					○ Play and Improvise –		be when
					Using your		performing and how to stand
					instruments,		or sit.
					listen and play		To record the
					your own		performance and
					answer using		say how they
					one or two		were feeling,
					o Improvise! –		what they were pleased with
					Take it in turns		what they would
					to improvise		change and why.
					using one, two		
					or three		
					different		
					notes.		

	Listen &	Practico	Sing	Dlay	Improvisation	Composition	Performance
	Appraise	Practise (Elements)	Sing	Play	Improvisation	Composition	remonnance
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	To know five	Know and be able	To know and be	To know and be	To know and be	. To know and be	To know and be
	songs from	to talk about:	able to talk about:	able to talk about:	able to talk about	able to talk about:	able to talk about:
Y4	memory and who	 How pulse, 	 Singing in a 	• The	improvisation:	 A composition: 	 Performing is
	sang them or wrote	rhythm and pitch	group can be	instruments used	 Improvisation is 	music that is	sharing music with
	them.	work together	called a choir	in class (a	making up your	created by you	other people, an
	To know the style	 Pulse: Finding 	 Leader or 	glockenspiel,	own tunes on the	and kept in some	audience
	of the five songs.	the pulse – the	conductor: A	recorder or	spot	way. It's	A performance
	To choose one	heartbeat of the	person who the	xylophone).	• When someone	like writing a	doesn't have to be a drama! It can be
	song and be able to talk about:	music • Rhythm: the	choir or group follow	 Other instruments they 	improvises, they make up their own	story. It can be played or	to one person or
	• Some of the style	long and short	• Songs can	might play or be	tune that has	performed again	to one person or to each other
	indicators of that	patterns over the	make you feel	played in a band	never been heard	to your friends.	• You need to
	song (musical	pulse	different things	or orchestra or by	before. It is not	 Different ways 	know and have
	characteristics that	• Know the	e.g. happy,	their friends.	written down and	of recording	planned everything
	give the song its	difference	energetic or sad		belongs to them.	compositions	that will be
	style).	between pulse	 Singing as part 	<u>Skills</u>	 To know that 	(letter names,	performed
	The lyrics: what	and rhythm	of an ensemble or	 To treat 	using one or two	symbols,	 You must sing or
	the song is about.	• Pitch: High and	large group is	instruments	notes confidently is	audio etc.)	rap the words
	• Any musical	low sounds that	fun, but that you	carefully and with	better than using	CI III	clearly and play
	dimensions featured in the	create melodiesHow to keep	must listen to each	respect. • Play any one,	five To know that if	<u>Skills</u> . • Help create at	with confidence • A performance
	song and where	the internal pulse	other	or all four,	you improvise using	least one simple	can be a special
	they are used	Musical	• Texture: How a	differentiated	the notes you are	melody using one,	occasion and
	(texture, dynamics,	Leadership:	solo singer makes	parts on a tuned	given, you	three or all five	involve an
	tempo, rhythm and	creating musical	a thinner texture	instrument – a	cannot make a	different notes.	audience
	pitch).	ideas for the	than a large group	one-note, simple	mistake	 Plan and create 	including of people
	 Identify the main 	group to copy or	 To know why 	or medium part or	 To know that you 	a section of music	you don't know
	sections of the	respond to.	you must warm	the melody of the	can use some of the	that can be	• It is planned and
	song (introduction,	C1-211-	up your voice.	song from	riffs you have heard in the	performed within the context of a	different for each occasion
	verse, chorus etc). • Name some of	Skills Use a progressive	Skills	memory or using notation.	Challenges in your	song.	• It involves
	the instruments	range of Warm-	• To sing in	To rehearse and	improvisations	Talk about how	communicating
	they heard in the	up Games and	unison and in	perform their part	improvisations	it was created.	feelings, thoughts
	song.	Challenges to	simple two-parts.	within the context	Skills	 Listen to and 	and ideas about the
	· ·	embed pulse,	 To demonstrate 	of the Unit song.	Improvise using	reflect upon the	song/music
	<u>Skills</u>	rhythm, beat and	a good singing	 To listen to and 	voice or	developing	
	• To confidently	pitch (2 notes),	posture.	follow musical	instruments in the	composition and	<u>Skills</u>
	identify and move to the pulse.	copy/play back, lead patterns,	To follow a lander when	instructions from	context of any song they are learning to	make musical	 To choose what to perform and
	To talk about the	rhythm blocks	leader when singing.	a leader.To experience	Perform = &/or	decisions about pulse, rhythm,	create a
	musical	etc.	• To enjoy	leading the	Using &/or	pitch, dynamics	programme.
	dimensions	cic.	exploring singing	playing by	improvisation	and tempo.	• Present a musical
	working together		solo.	making sure	tracks.	• Record the	performance
	in the songs eg if		 To sing with 	everyone plays in	○ Sing, Play and	composition in	designed to capture
	the song gets		awareness of	the playing	Copy Back -	any way	the audience.
	louder in the		being 'in tune'.	section of the	Listen and sing	appropriate that	 To communicate
	chorus (dynamics).		• To rejoin the	song.	back melodic	recognises the	the meaning of the
	Talk about the		song if lost.		pattern or copy back	connection	words and clearly
	music and how it		• To listen to the		using Instruments & one	between sound	articulate them. To talk about the
	makes them feel. • Listen carefully		group when singing.		or two different	and symbol (e.g. graphic/pictorial	best place to be
	and respectfully to		singing.		notes.	notation).	when performing
	other people's				o Play and	notation).	and how to stand
	thoughts about the				Improvise – Using		or sit.
	music.				your instruments,		 To record the
	 When you talk 				listen and play		performance and
	try to use musical				your own answer		say how they were
	words.				using one or two		feeling, what they
					different notes.		were pleased with
					○ Improvise! —		what they would
					Take it in turns to		change and why.
					improvise using one, two or three		
					different		
					notes.		

	Listen & Appraise	Practise (Elements)	Sing	Play	Improvisation	Composition	Performance
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<u>Y5</u>	• To know five songs from memory, who	Know and be able to talk about:	To know and confidently sing	To know and be able to talk	To know and be able to talk about	To know and be able to talk	To know and be able to talk
	sang or wrote them,	• How pulse, rhythm,	five songs and	about:	improvisation:	about:	about:
	when they were written	pitch, tempo,	their parts from	• Different	• Improvisation is	• A	Performing is
	and, if possible, why?To know the style of	dynamics, texture and structure work	memory and to sing them with a	ways of writing music	making up your own tunes on the	composition: music that is	sharing music with other
	five songs and to name	together and how they	strong internal	down – e.g.	spot	created by you	people, an
	other songs in those	connect in a song	pulse.	staff notation,	• When someone	and kept in	audience
	styles.	How to keep the	• To choose a	symbols	improvises, they	some way. It's	• A
	• To choose two or	internal pulse	song and be able	• The notes	make up their own	like writing a	performance
	three other songs and	Musical	to talk about:	C, D, E, F, G,	tune that has	story. It can be	doesn't have to
	be able to talk about:	Leadership: creating	O Its main	A, B + C on	never been heard	played or	be a drama! It
	 Some of the style indicators of the songs 	musical ideas for the group to copy or	features O Singing in	the treble stave	before. It is not written down and	performed again to your friends.	can be to one person or
	(musical	respond to	unison, the solo,	• The	belongs to them.	• A	to each other
	characteristics that give	-50000000	lead vocal,	instruments	• To know that	composition has	• Everything
	the songs their style)	Skills	backing vocals or	they might	using one or two	pulse, rhythm	that will be
	o The lyrics: what the	Use a progressive	rapping	play or be	notes confidently	and pitch that	performed must
	songs are about	range of Warm up	○ To know what	played in a	is better than using	work together	be planned and
	Any musical dimensions featured in	Games:	the song is about	band or	five To know that if	and are shaped	learned
	dimensions featured in the songs and where	Find the pulse, copy back, think	and the meaning of the lyrics	orchestra or by their	 To know that if you improvise 	by tempo, dynamics,	 You must sing or rap the
	they	syncopation/off beat,	To know and	friends	using the notes	texture and	words clearly
	are used (texture,	copy back one/two-	explain the		you are given, you	structure	and play with
	dynamics, tempo,	note riffs using	importance of	<u>Skills</u>	cannot make a	• Notation:	confidence
	rhythm and pitch)	simple and	warming up your	• Play a	mistake	recognise the	• A
	Identify the main sections of the songs	syncopated rhythm	voice.	musical instrument	To know that	connection	performance can be a special
	sections of the songs (intro, verse, chorus	patterns etc.	Skills	with the	you can use some of the riffs you	between sound and symbol	occasion and
	etc.)		• To sing in	correct	have heard in the	ana symbol	involve an
	Name some of the		unison and to	technique	Challenges in your	Skills	audience
	instruments they heard		sing backing	within the	improvisations	. • Create	including of
	in the songs		vocals.	context of the	• To know three	simple melodies	people you
	The historical context of the songs. What else		To enjoy avploring singing	Unit song.	well-known	using up to five	don't know
	of the songs. What else was going on at		exploring singing solo.	 Select and learn an 	improvising musicians	different notes and simple	 It is planned and different for
	this time?		●To listen to the	instrumental	musicians	rhythms that	each occasion
			group when	part that	<u>Skills</u>	work musically	• A
	Skills		singing.	matches their	Improvise using	with the style of	performance
	 To identify and move to the pulse with ease. 		 To demonstrate a good singing 	musical	instruments in the	a song. • Explain the	involves
	To think about the		a good singing posture.	challenge, using one of	context of a song to be performed.	Explain the keynote or	communicating ideas, thoughts
	message of songs.		To follow a	the	Use improvisation	home note and	and feelings
	• To compare two		leader when	differentiated	tracks:	the structure of	about the
	songs in the same style,		singing.	parts – a one-	1. Play and Copy	the melody.	song/music
	talking about what		• To experience	note, simple	Back	• Listen to and	C1-211-
	stands out musically in each of		rapping and solo singing.	or medium part	 Copy back using instruments. 	reflect upon the developing	<u>Skills</u> ■ To choose
	them, their similarities		• To listen to	or the melody	Use one - three	composition and	what to perform
	and differences.		each other and be	of the song	notes.	make musical	and create a
	 Listen carefully and 		aware of how you	from memory	2. Play and	decisions about	programme.
	respectfully to other		fit into the group.	or using	Improvise	how the melody	• To
	people's thoughts about		• To sing with	notation.	O Question and	connects with	communicate
	the music.		awareness of being 'in tune'.	 To rehearse and perform 	Answer using instruments. Use	the song. • Record the	the meaning of the words and
	When you talk try to		come in tune.	their part	one –three	composition in	clearly
	use musical words.			within the	notes in your	any way	articulate them.
	To talk about the			context of the	answer.	appropriate that	To talk about
	musical dimensions			Unit song.	3. Improvisation!	recognises the	the venue and
	working together in			To listen to and follow	o using range of 1- 3 notes	connection	how to use it to
	songs.Talk about the music			and follow musical	3 notes Extend - with a	between sound and symbol (e.g.	best effect.To record the
	and how it makes you			instructions	feeling for the	graphic/pictorial	performance
	feel.			from a leader.	style of Bossa	notation).	and compare it
				• To lead a	Nova &/or		to a previous
				rehearsal	Swing using the		performance.
				session.	notes D, E, G, A + B (pentatonic		 To discuss and talk
					scale/a five-note		musically about
					pattern)		it – "What went
					- 1		well?" and "It

	Music Knowledge & Skills Progression						
	(linked to use of CHARANGA music scheme/units – Norfolk Music Hub)						
	Listen & Appraise	Practise	Sing	Play	Improvisation	Composition	Performance

(Elements)

would have been even better if...?"

Knowledge

- To know five songs from memory, who sang or wrote them, when they were written and why?
- To know the style of the songs and to name other songs in those styles.
- To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style)
- o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and
- timbre) o Identify the structure of the songs (intro, verse, chorus etc.)
- O Name some of the instruments used in the songs
- o The historical context of the songs. What else was going on at this time, musically and historically?
- O Know and talk about that fact that we each have a musical Identity

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what 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
- To talk about the musical dimensions working together in songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Knowledge

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create
- a song or music · How to keep
- the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using a range of Warm up Games: Find the pulse, copy back rhythms based on the words of songs, that include syncopation/off beat, copy back one, two and three-note riffs using simple and syncopated rhythm patterns. Lead the class by inventing rhythms for others to copy back etc.

Knowledge

- 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: Its main
- features o Singing in unison, the solo, lead vocal,
- backing vocals or rapping To know what the song is about and the meaning of the lyrics
- o To know and explain the importance of warming up your voice.

Skills

- 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'.

Knowledge

To know and be able to talk able to talk about about:

- improvisation: • Different • Improvisation is ways of writing making up your music down own tunes on the e.g. staff spot notation, • When someone
- symbols The notes C. D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

Skills

• Play a musical instrument with the correct technique within the context

challenge,

using one of the

differentiated

parts - a one-

note, simple or

medium part or

the melody of

the song from

• To rehearse

their part within

the context of a

• To listen to

and follow

instructions

• To lead a

rehearsal

session.

from a leader.

musical

and perform

memory or

using

song.

notation.

- · To know that of a song. you can use some Select and of the riffs and learn an licks you have instrumental learnt in the part that Challenges in matches their improvisations musical
 - · To know three well-known improvising musicians

improvises, they

own tune that has

never been heard

written down and

belongs to them.

To know that

using one, two or

better than using

• To know that if

you improvise

using the notes

you are given,

cannot make a

three notes

five

you

mistake

confidently is

before. It is not

make up their

Skills

Continue from v5 Improvise using instruments in the context of a song to be performed. Use improvisation tracks:

1. Play and Copy Back

 Copy back using instruments. Use one - three notes.

2. Play and Improvise

- o Ouestion and Answer using instruments. Use one -three notes in your answer.
- 3. Improvisation! o using range of 1-3 notes Extend - with a feeling for the style of Bossa Nova &/or Swing using the notes D, E, G, A + B (pentatonic scale/a five-note

pattern).

Knowledge Knowledge To know and be

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics. texture and structure
- Notation: recognise the connection between sound and symbol

Skills

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the a song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Knowledge

To know and be able to talk about:

- 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

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"