

Hadley Wood Primary School

Music Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

Introduction

As a school we use 'The Charanga' music scheme to deliver the key objectives from the National Curriculum. It provides teachers with week-by-week lesson support for each year group in the school. The scheme provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises of the following strands of musical learning which correspond directly with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - Warm-up Games
 - Optional Flexible Games

- Singing
- Playing instruments
- Improvisation
- Composition

3. Performing

Charanga can be accessed via an online platform which all teaching staff have access to. The activity manual can be accessed via the online learning platform. This manual provides teachers with knowledge, understanding and support when preparing and delivering music lessons.

Assessment

The scheme includes a 'Musical School Assessment Framework' which is available on the online platform. Charanga uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence. Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (*you can refer to the assessment documentation on the right hand side of the Scheme home page*).

Music Curriculum Overview: EYFS – Year 6

| Music | |
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| Year 1 and beyond | Early Years |
| Use their voices expressively and creatively by singing songs and speaking chants and rhymes | Learn nursery rhymes, make up little chants with clapping and voices e.g.: my name is Sing and dance as early morning warm up, learn songs for nativity, singing assembly, class assemblies, sing songs when lining up. |
| Play tuned and un-tuned instruments musically | Explore sounds that musical instruments through experimentation, make up short rhythms using percussion instruments, made a stage with construction materials and used it to perform songs they had learnt for the KS1 production. |
| Listen with concentration and understanding to a range of high-quality live and recorded music | Every lesson begins with children listening to a piece of music and discussing how it makes them feel, what instruments they can hear. |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Role play, performing own music and songs that they have learnt, change well known songs to make their own. |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
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| Year 1 | Hey You! | Rhythm In the Way We Walk/The Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind and Replay |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
| Year 2 | Hands, Feet, Heart | Ho Ho Ho | Zootime | I Wanna Play In A Band | Weather Song | Reflect, Rewind and Replay |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
| Year 3 | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind and Replay |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
| Year 4 | The children will be participating in clarinet lessons with the Enfield Music Service | | | | Mamma Mia | Glockenspiel Stage 2 |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
| Year 5 | Livin' On A Prayer | Classroom Jazz 1 | Make You Feel My Love | Fresh Prince of Bel-Air | Dancing In The Street | Reflect, Rewind and Replay |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
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| Year 6 | I'll Be There | Classroom Jazz 2 | A New Year Carol | Happy | You've Got A Friend | Reflect, Rewind and Replay |

Music Progression of Knowledge: EYFS – Year 6

| | Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
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| Year 1 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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! | <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. | <p>A performance is sharing music with other people, called an audience.</p> |
| Year 2 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. Everyone can improvise, and you can use one or two notes. | Same as Year 1 | <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or whole school. An audience can include your parents and friends. |

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| Year 3 | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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>To know and be able to talk about:</p> <ul style="list-style-type: none"> 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>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) | <p>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 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 | <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>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <ul style="list-style-type: none"> 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 |
| Year 4 | <ul style="list-style-type: none"> 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 | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). | <p>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 When someone | <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 | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience |

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| | <p>be able to talk about:</p> <ul style="list-style-type: none"> - 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>group follow</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Other instruments they might play or be played in a band or orchestra or by their friends. | <p>improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • To know that you can use some of the riffs you have heard in the Challenges in your improvisations | <p>played or performed again to your friends.</p> <ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none"> • 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 |
| Year 5 | <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. | <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the | <ul style="list-style-type: none"> • To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B+ C on the treble stave • The instruments they might play or be played in | <p>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 • When someone improvises, they make up their own tune that has never been heard before. | <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, | <p>To know and be able to talk about:</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 |

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| | <ul style="list-style-type: none"> • To choose two or three other songs and be able to talk about: <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 - 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 - The historical context of the songs. What else was going on at this time? | <p>solo, lead vocal, backing vocals or rapping</p> <ul style="list-style-type: none"> ○ 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>a band or orchestra or by their friends</p> | <p>It is not written down and belongs to them.</p> <ul style="list-style-type: none"> • 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 <p>Challenges in your improvisations</p> <ul style="list-style-type: none"> • To know three well-known improvising musicians | <p>rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <ul style="list-style-type: none"> • Notation: recognise the connection between sound and symbol | <p>to one person or to each other</p> <ul style="list-style-type: none"> • 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 |
| Year 6 | <ul style="list-style-type: none"> • 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 from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - The style indicators of the songs (musical | <ul style="list-style-type: none"> • 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 | <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 stave • The instruments they might play or be played in a band or orchestra or by their friends | <p>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 • 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, | <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, | <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 |

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| | <p>characteristics that give the songs their style)</p> <ul style="list-style-type: none"> - The lyrics: what the songs are about - 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>solo, lead vocal, backing vocals or rapping</p> <ul style="list-style-type: none"> - 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>two or three notes confidently is better than using five</p> <ul style="list-style-type: none"> • 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 | <p>dynamics, texture and structure</p> <ul style="list-style-type: none"> • Notation: recognise the connection between sound and symbol | <p>must be planned and learned</p> <ul style="list-style-type: none"> • 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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Music Progression of Skills: EYFS – Year 6

| | Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
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| Year 1 | <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
| Year 2 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | Same as Year 1 | <ul style="list-style-type: none"> 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. | Same as Year 1 |

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| Year 3 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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>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:</p> <p>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.</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> <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> | <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> • 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. |
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| Year 4 | <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words | <ul style="list-style-type: none"> • 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 rejoin the song if lost. • To listen to the group when singing. | <ul style="list-style-type: none"> • 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. • To experience leading the playing by making sure everyone plays in the playing section of the song. | <p>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>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> <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> | <ul style="list-style-type: none"> • 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). | <ul style="list-style-type: none"> • 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. |
| Year 5 | <ul style="list-style-type: none"> • To identify and move to the pulse with ease. | <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. | <ul style="list-style-type: none"> • Play a musical instrument with the correct technique | <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks</p> | <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple | <ul style="list-style-type: none"> • To choose what to perform and create a programme. |

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| | <ul style="list-style-type: none"> • 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. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. | <ul style="list-style-type: none"> • To enjoy exploring singing solo. • To listen to the group when singing. • 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>within the context of the Unit song.</p> <ul style="list-style-type: none"> • 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>provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Play and Copy Back</p> <ul style="list-style-type: none"> - 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>Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> - 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>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> - Bronze – Improvise using one note. - Silver – Improvise using two notes. - Gold – Improvise using three notes. - <p>Classroom Jazz 2 – Improvise</p> | <p>rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> • 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). | <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...?" |
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| | | | | 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) | | |
| Year 6 | <ul style="list-style-type: none"> 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 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 music. | <ul style="list-style-type: none"> 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'. | <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. 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>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>Play and Copy Back</p> <ul style="list-style-type: none"> 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>Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> 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>Improvisation!</p> <p>You will be using up to three</p> | <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> 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...?" |

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| | | | | <p>notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none">- Bronze – Improvise using one note.- Silver – Improvise using two notes.- Gold – Improvise using three notes. <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> | | |
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