

Musical Progression and Outcomes from "Charanga"

Matched to The National Curriculum 2021

The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year. The children will be able to demonstrate their learning as they work towards the End of Key Stage Expectations. These outcomes will therefore fulfil the End of Key Stage Expectations which are in line with national attainment targets for music.

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. **Musical teaching and learning is not neat or linear**, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. **Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards**; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

F2 Knowledge Listen and Respond To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	Skills Listen and Respond To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.
Explore and Create (Musical Activities) To know that we can move with the pulse of the music.	Explore and Create (Musical Activities) There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with

To know that the words of songs can tell stories and paint pictures.	the Games Track to complete the following in relation to the main song: Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.
Singing To sing or rap nursery rhymes and simple songs from memory. Songs have sections	Singing To sing along with a pre-recorded song and add actions. To sing along with the backing track
Share and Perform	Share and Perform

A performance is sharing music.

Key Stage 1

- Listen with concentration and understanding to a range of high-quality live and recorded music
- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about

Key Stage 2

LKS2

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music
- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

UKS2

Same as above with following additions

- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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Key Stage 1 Learning Progression and Outcomes

Year 1 Listen and appraise Knowledge 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.	Skills Listen with concentration and understanding to a range of high-quality live and recorded music To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Musical Activities and Games 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.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: • Game 1 - Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse • Game 2 - Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based

Singing To know how to confidently sing or rap 5 songs from memory and sing them in unison	on words, with one and two syllables whilst marching to the steady beat. • Game 3 - Rhythm Copy Back, Your Turn Create rhythms for others to copy • Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat • Game 4a - Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la' 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.
Playing Know the names of the notes in their instrumental part from memory or when written down. • Know the names of the instruments they are playing. Improvisation Know that: 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!	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. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes.

Composition Know that: Composing is like writing a story with music. • Everyone can compose. Performance To know that performance is sharing music with other people, called an audience	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. Choose a song they have learnt from the Scheme and perform it. • Add their ideas to the performance. • Record the performance and say how they were feeling about it.
Year 2 Listen and Appraise Knowledge • 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.	Skills 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.
Musical Activities and Games To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: • Game 1 - Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. • Game 2 - Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. • Game 3 - Rhythm Copy Back, Your Turn Create rhythms for others to copy. • Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. • Game 4a - Pitch Copy Back

	and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'
Singing 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. Playing Know 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. Improvisation Know that: 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. Composition Know that:	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 • 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. 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes. • Help create three simple melodies with the Units using one, three or five different notes.

Composing is like writing a story with music. • Everyone can compose Performance Know that: 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. Key Stage 2 Knowledge	• Learn how the notes of the composition can be written down and changed if necessary. • Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. • Record the performance and say how they were feeling about it. Skills
Year 3 Listen and Appraise To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song	• 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.
Musical Activities and Games Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat.	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy

• Know the difference between a musical question and an answer.	back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
Singing To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice Playing Instruments To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder) Improvisation To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	• To 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. 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. Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: • Bronze Challenge: ○ Copy Back - Listen and sing back ○ Play and Improvise - Using instruments, listen and play your own answer using one

- 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

Composition

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

Performance

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 •

note. ○ **Improvise!** - Take it in turns to improvise using one note. • **Silver Challenge:** ○ **Sing, Play and Copy Back** - Listen and copy back using instruments, using two different notes. ○ **Play and Improvise** - Using your instruments, listen and play your own answer using one or two notes. ○ **Improvise!** - Take it in turns to improvise using one or two notes. • **Gold Challenge:** ○ **Sing, Play and Copy Back** - Listen and copy back using instruments, two different notes. ○ **Play and Improvise** - Using your instruments, listen and play your own answer using two different notes. ○ **Improvise!** - Take it in turns to improvise using three different notes.

• 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).

• 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

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	performance and say how they were feeling, what they were pleased with what they would change and why.
Year 4 Listen and Appraise To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song.	• 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.
Games Know and be able to talk about: • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
Singing To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or	• 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

group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice

Playing

To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends.

Improvisation

To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations

tune'. • To rejoin the song if lost. • To listen to the group when singing.

• 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.

Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. • 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. • 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. • Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments,

Composition To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) Performance To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music	listen and play your own answer using two different notes. ○ Improvise! - Take it in turns to improvise using three different notes. • 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). • 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 Listen and Appraise To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of	• 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

the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: ◦ 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?	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.
Musical Activities Games Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: • Bronze Challenge ◦ Find the pulse ◦ Copy back rhythms based on the words of the main song, that include syncopation/off beat ◦ Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge ◦ Find the pulse ◦ Lead the class by inventing rhythms for others to copy back ◦ Copy back two-note riffs by ear and with notation ◦ Question and answer using two different notes • Gold Challenge ◦ Find the pulse ◦ Lead the class by inventing rhythms for them to copy back ◦ Copy back three-note riffs by ear and with notation ◦ Question and answer using three different notes
Singing 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: ◦ Its main features ◦ Singing in unison, the solo, lead vocal, backing vocals or rapping	• To sing in unison and to sing backing vocals. • 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

To know what the song is about and the meaning of the lyrics ○
To know and explain the importance of warming up your voice

Playing

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 a band or orchestra or by their friends

Improvisation

To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians

each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.

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

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. 1. Play and Copy Back ○ Bronze - Copy back using instruments. Use one note. ○ Silver - Copy back using instruments. Use the two notes. ○ Gold - Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze - Question and Answer using instruments. Use one note in your answer. ○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. Classroom Jazz 2 - Improvise with a feeling for the style of

Composition 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 Performance 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 occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) 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). • 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...?"
Year 6 Listen and Appraise • 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: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about	• 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

○ 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	language to describe the music.
Games 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	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: • Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation • Question and answer using two different notes • Gold Challenge • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation • Question and answer using three different notes

Singing

• 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 ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice

Playing

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 a band or orchestra or by their friends

Improvisation

To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges

• 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'.

• 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.

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. 1. Play and Copy Back ○ Bronze - Copy back using instruments. Use one note. ○ Silver - Copy back using instruments. Use the two notes. ○ Gold - Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze - Question and Answer using instruments. Use one note in your answer. ○ Silver - Question and Answer using instruments. Use

in your improvisations • To know three well-known improvising musicians

Composition

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

Performance

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

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. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. 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)

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).

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

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

previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"