

XII APOSTLES' PROGRESSION DOCUMENT

MUSIC – PROGRESSION IN KNOWLEDGE AND SKILLS						
National Curriculum for Music: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Learn to sing and to use their voices, to create and compose music on their own and with others Have the opportunity to learn a musical instrument, to use technology appropriately and to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.						
The school music curriculums set out pathways for progression that enable pupils to develop their musical knowledge. Progress in music means pupils develop musically across the 3 pillars that interrelate in musicianship: technical, constructive and expressive.						
			COMPONENT KNOWLEDGE			
	Topic	Prior Knowledge	Declarative (know that)	Procedural (know how)	Tacit (music knowing)	Vocabulary
R AUT	Me!		Singing: Know the words of a song Know my voice can be expressive Know some nursery rhymes Know what high and low are in terms of pitch	Listening and appraising: Listen and pay attention to different pieces of music Singing: Sing with enjoyment, fun and confidence Join in with familiar songs Join in with nursery rhymes / songs	Singing is a fun and sociable experience To begin to sense how the interrelated dimensions change the way music feels	Listen Singing Instrument Beat Pulse High Low
	My stories					

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				Perform nursery rhymes with actions and by adding a simple instrumental part Playing: Begin to keep the beat / pulse on untuned instruments		
SP	CHIME sessions (LA) Fairytales Castles and kings		Singing: Know where the rhyming words are in a song Know that the use of your mouth can make your singing clear Playing: Know that music can have different speeds (tempo)	Singing: Use lips, teeth and tongue to make the words clear Explore high and low using voices Playing: Explore and play my instrument in different ways Follow simple pictures / symbols to know when to play Tap out simple rhythms with claves Tap out simple rhythms based on word syllables Move to music by dancing and marching Copy basic rhythmic patterns of simple words Perform: Record a performance to talk about with others	Some songs are fun and can include vocal sound effects Exploring musical sounds enables us to use our imagination Find the pulse	Sound Clapping Sound-effect symbols
SUM	Minibeasts		Listening and appraising: Know that music has a strong beat Know that we need to listen to the beat of the music to dance with other people	Listening and appraising: Talk about the music with some musical words Singing: Explore high and low	Listening needs lots of concentration To be aware of and tune into	Tempo Rhythm Explore Short Long Note

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	Seaside		Singing: Know that when singing you must concentrate to tune carefully into sounds Know that sounds can be long and short Playing: Know that sounds can be long and short Know that symbols / pictures remind us how to play	Playing: Explore and play my instrument in different ways Follow simple pictures / symbols to know when to play Talk about the instruments and explain how to play Improvisation / composing: Copy and invent movements to match the music Read / follow the symbols which represent rhythm patterns Performing: Perform as a part of the class	long and short sounds Sing and move together with my class	
	Topic		Declarative	Procedural	Tacit	Vocabulary
AUT Yr 1	My musical heartbeat Storyland BBC Dance sing and play		Listening and appraising: To understand the difference between pulse, rhythm and pitch Singing: To know some facts about the song. To know a good singing posture – standing up straight with relaxed shoulders. Improvising: To understand that improvisation is about the children making up their	Listening and appraising: Respond to different high and low pitches. Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Singing: Rap clearly and rhythmically with a Hip Hop style Sing a melody that travels up and down (ascending and descending) by steps. Sing simple songs, chants, call and response from memory Musicianship:	Move, dance and respond in any way they can when listening.	Pulse Rhythm Pitch Expressive Posture Rap Hip hop Melody Chant Sequence

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			own very simple tunes on the spot. Composing: To begin to understand that composing is like writing a story with music.	Be able to use body percussion, instruments and voices. Explore pitch / rhythm patterns Playing: Learn to play a simple melodic instrumental part by ear. Improvising: Improvise simple vocal patterns using 'question and answer' phrases.		
Spring Yr1	Exploring sounds Learning to listen		Listening and appraising: To recognise some band and orchestral instruments. To talk about any similar music, that they have heard. Singing: To try to understand the meaning of the song.	Listening and appraising: Talk about any instruments they might hear and perhaps identify them. Singing: Sing songs from memory. Sing a melody that has long and short rhythms, and high and low sounds Sing, rap or rhyme as part of a group. Playing: Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Follow pictures and symbols to guide playing. Musicianship: Copy back simple long and short rhythms with clapping. Composing: Explore sounds and create their own simple melody.	Find and keep a steady beat together. Move in time with a steady beat/pulse.	Tempo Dynamics Timbre Beat Ostinato Melody High / low Pitch rehearse

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				Use graphic notation to record their ideas. Performing: Rehearse a song and perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song.		
SUM Yr1	Having fun with improvisation Let's perform together		Listening and appraising: To begin to understand where the music fits in the world. To begin to understand different styles of music Improvising: To understand the difference between creating a rhythm pattern and a pitch pattern.	Listening and appraising: Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Singing: Sing a solo. Add actions and/or movement to a song Playing: Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. Musicianship: Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch.	Follow a steady beat and remain 'in time' throughout the piece Try to follow the leader or conductor.	Texture Structure Ostinato Tempo Melody pitch

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				Improvising: Explore and begin to create personal musical ideas using the given notes. Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Composing: Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: create a simple melody using crotchets and minims. Performing: Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better		
	Topic	Prior Knowledge	Declarative	Procedural	Tacit	Vocab
Year 2 AUT	Hands Feet Heart		Listening and appraising: To learn how songs can tell a story or describe an idea. To know songs off by heart. To know that music has a steady pulse, like a heartbeat. To know the elements of dynamics and tempo	Listening and appraising: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Singing: Learn about voices singing notes of different pitches (high and low). Confidently sing songs from memory Sing a range of union songs of varying styles with increasing control	Play their part in time with the steady pulse.	Keyboard, Tempo, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and

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	Ho Ho Ho		Singing: To confidently know and sing songs from memory. Composition: Composing is like writing a story with music. Know everyone can compose. Performance: To know performance is sharing music with an audience - a performance can be a special occasion	Playing: Treat instruments carefully and with respect. Learn to play a short tuned instrumental part. Listen to and follow musical instructions from a leader Play considering dynamics and tempo Improvisation: Clap and Improvise – Listen and clap back, then listen and clap their own answer (rhythms of words). Composing: Help create three simple melodies using one, three or five different notes. Performing: Choose a song and perform it adding their own ideas to the performance Record their performance and say how they feel about it		answer, melody, dynamics, crescendo, diminuendo tempo Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo
Year 2 Spring	I wanna play in a band		Listening and appraising: To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. Singing: To know how the position of their body affects their singing voice To know that they can make different types of sounds	Listening and appraising: Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to a piece of music. Singing: Find a comfortable singing position. Improvisation:	Sing with increasing confidence Start and stop singing when following a leader.	Notation, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

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	Zootime		with their voices including rap (spoken word with rhythm). To know songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Improvisation: To know improvisation is making up your own tunes on the spot. To know that we can create rhythms from words, our names, favourite food, colours and animals. To know rhythms are different from the steady pulse.	Sing, play and improvise short pieces on tuned instruments Create rhythms for others to copy 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. Playing: Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats. Composing: Begin to create personal musical ideas using the given notes Learn how the notes of the composition can be written down and changed if necessary		Zootime Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Year 2 SUM	Friendship Song Refect Rewind Replay	All Year 2 Units	Listening and appraising: To know and understand that there are different styles of music. Singing: To know that unison is everyone singing at the same time Playing: To know the names of the notes in their instrumental	Listening and appraising: Continue to talk about where music might fit into the world. Discuss the style(s) of the music. Discuss what the song or piece of music might be about. Singing: Sing and try to communicate the meaning of the words. Add actions and movement to a song. Playing:	Listen for being 'in time' or 'out of time'.	Friendship song: : Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

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			part from memory or when written down. To know the names of untuned percussion instruments played in class. To know we add high and low sounds, pitch, when we sing and play our instruments. Improvising: To know when someone improvises, they make up their own tune that has never been heard before.	Play short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. Improvising: Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and short sounds, and match them to syllables and movement. Composing: Start and end a simple melody on a c note Record their compositions Performing: Choose a song they have learnt and perform it. Add their ideas to the performance.		
	Topic	Prior Knowledge	Declarative	Procedural	Tacit	
Year 3 AUT	Let your spirit fly		Listening and Appraising: To know some songs from memory and know who sang them or wrote them. Playing: To know the instrument that might play or be played in a band or orchestra or by their friends.	Listening and Appraising: To talk about the musical dimensions working together in the songs Singing: To sing in unison and in simple two-parts. To demonstrate a good singing posture.	To confidently identify and move to the pulse. To sing with an awareness of others	Let your spirit fly: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass,

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	Glockenspiel Stage 1		Improvisation: To know and be able to talk about improvisation To know that using one or two notes confidently is better than using five Composition: To know and be able to talk about: a composition Performance: To know and be able to talk about performing.	Playing: To treat instruments carefully and with respect. Improvisation: Take it in turns to improvise one or two notes Composing: To help create at least one simple melody using one, three or a few different notes. Performance: Perform 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 a given context.		drums, guitar, keyboard, synthesizer, hook, melody Glockenspiel Stage 1: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody Stave
Year 3 Spring	3 little birds The dragon song	Zootime (Year 2) Friendship song (Year 2)	Listening and appraising: To choose one song and be able to talk about it. To identify the main sections of the song (introduction, verse, chorus etc). To name some of the instruments they heard in the song. Singing: To know songs can make you feel different things e.g. happy, energetic or sad	Listening and appraising: To talk about the music and how it makes them feel. To listen carefully and respectfully to other people's thoughts about the music Singing: To enjoy exploring singing as part of as a group Playing: To experience leading the playing by making sure everyone plays in the playing section of the song	To sing with awareness of being 'in tune'.	Three Little Birds: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook,

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			Playing: To know the stave, lines and spaces, and clef. Understand the difference between crotchets and quavers Composing: To know to use different ways of recording compositions (letter names, symbols, audio etc.) Improvising: To know that if you improvise using the notes you are given, you cannot make a mistake	Improvising: Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests Composition: To plan and create a section of music that can be performed within a given context of the unit song and to talk about how it was created. Performance: To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Perform forte and piano		riff, melody, reggae Clef Adagio The Dragon Song: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody
Year 3 SUM	Bringing us together	Friendship song (Year 2)	Listening and appraising: To know the style of some songs. Singing: To know songs have texture: how a solo singer makes a thinner texture than a large group To know why you must warm up your voice	Listening and appraising: To try to use musical words when listening and discussing songs Singing: To follow a leader when singing. Playing: To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or	Singing as part of an ensemble or large group is fun, but that you must listen to each other Rejoin the song when lost	Ukelele Bringing us Together: : Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch,

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	Ukelele (LA)		Playing: To know and be able to talk about: the instruments used in class (a glockenspiel, ukelele, recorder or xylophone).	medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song / piece To listen to and follow musical instructions from a leader. To begin to read notation on a stave Play and perform melodies from staff notation Improvising: Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Composition: To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way Performance: To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	To confidently identify and move to the pulse.	tempo, dynamics, texture structure, hook, riff, melody adagio Ukeleles: crotchet, quaver
4			Declarative	Procedural	Tacit	Vocabulary

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Year 4 AT	Mama Mia	Glockenspiel stage 1 (Year 3)	Listening and Appraising: To know some songs from memory and know who sang them or wrote them. To know what dynamics is in music Singing: To know and that singing in a group can be called a choir and the job of the leader or conductor Playing: To know the instrument that might play or be played in a band or orchestra or by their friends. Improvisation: To know and be able to talk about improvisation – is when someone improvises, they make up their own tune that has never been heard before. To know that using one or two notes confidently is better than using five Composition: To know and be able to talk about a composition Performance:	Listening and Appraising: To talk about the musical dimensions working together in the songs eg if the song gets louder in the chorus (dynamics). Singing: To sing in unison and in simple two-parts. To demonstrate a good singing posture. To sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Playing: To treat instruments carefully and with respect. Improvisation: Take it in turns to improvise with one or two notes Composing: To help create at least one simple melody using one, three or a few different notes. Performance: Help create at least one simple melody using one, three or all five different notes.	To confidently identify and the pulse. To play rhythms alongside others and adjust accordingly Singing as part of an ensemble or large group is fun, but that you must listen to each other	Mama Mia Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison Minim rest Glockenspiel stage 2 Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure Legato Staccato Pentatonic
	Glockenspiel stage 2					

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			To know and be able to talk about: performing - it is sharing music with other people, an audience.	Plan and create a section of music that can be performed within the context of the unit song - talk about how the piece of music was created.		
Year 4 Spring	Stop		Listening and appraising: To choose one song and be able to talk about it. To identify the main sections of the song (introduction, verse, chorus	Listening and appraising: To talk about the music and how it makes them feel. To listen carefully and respectfully to other people's thoughts about the music	To sing with awareness of being 'in tune'.	Stop: Musical style, rapping, lyrics, choreography, digital/electronic sounds,

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	Lean on me	Reflect, Rewind and Replay (Year 2)	etc). To name some of the instruments they heard in the song. Singing: To know songs can make you feel different things e.g. happy, energetic or sad Composing: To know to use different ways of recording compositions (letter names, symbols, audio etc.) To understand the difference between minims, paired quavers, crotchets and rests Improvising: 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.	Singing: To enjoy exploring singing solo. Playing: To experience leading the playing by making sure everyone plays in the playing section of the song Improvising: To experiment with playing one – two notes in the unit song To improvise on a limited range of pitches on tuned instruments/ the ukelele / recorder / glockenspiel making use of musical features including smooth (legato) and detached (staccato). Composition: To plan and create a section of music that can be performed within the context of the unit song. Performance: To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.		turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo Lean on Me: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums,
Year 4 SUM	Blackbird		Listening and appraising: To know the style of some songs. Singing: Singing as part of an ensemble or large group is	Listening and appraising: To try to use musical words when listening and discussing songs Singing: To follow a leader when singing.	To listen to the group when singing. To rejoin the song if lost.	Blackbird: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic

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	Ukelele (LA)	Ukelele (Year 3)	fun, but that you must listen to each other To know songs have texture: know 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, ukelele, recorder or xylophone).	Playing: To 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 song / piece To listen to and follow musical instructions from a leader. To play notes on a stave Composition: To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way Performance: To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)		scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, Ukelele compose, improvise, hook, riff, 3 – melody, solo
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		Prior Knowledge	Declarative	Procedural	Tacit	Vocabulary
Year 5 AUT	Living on a prayer Classroom Jazz	I Wanna play in a band (Year 2) Supports improvisation from previous year groups	Listening and appraising: To know songs from memory To know what the lyrics of songs are about Singing: To know and explain the importance of warming up your voice Improvising: To know Improvisation is making up your own tunes on the spot To know 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 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 To know three well-known improvising musicians To know the historical context of songs	Listening and appraising: To discuss musical dimensions Singing: To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing a broad range of songs from an extended repertoire: three-part rounds, partner songs, and songs with a verse and a chorus. Improvising: To Improvise with a feeling for the style of Bossa Nova and swing using the notes D, E, G, A and B (pentatonic scale/a five-note pattern) To improvise over a simple groove-experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Performing: To perform confidently for others and to consider how the venue affects the performance	To sing songs with an internal pulse To listen to the group when singing. To sing with awareness of being 'in tune'.	Living on a prayer: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise, compose Fortissimo pianissimo Classroom Jazz: appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

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			To know the terms very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Playing: To know the notes C, D, E, F, G, A, B and C on the treble stave To know there are different ways of writing music down – e.g. staff notation, symbols Performing: To know performing is sharing music with other people- an audience To know everything that will be performed must be planned and learned			
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Year 5 Sp	Make you feel my Love The fresh prince of Bel air	Mamma Mia! (Year 4)	Listening and appraising: To identify the main sections of songs Singing: To identify what a good singing posture is Playing: To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Performing: To know you must sing or rap the words clearly and play with confidence To know a performance involves communicating ideas, thoughts and feelings about the song/music	Listening and appraising: To talk about how music makes you feel and clearly articulate this Singing: To experience rapping and solo singing. To demonstrate a good singing posture. Improvising: Copy back using instrument using two notes. Use two notes in the answer when copying back Composing: 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) Performing: To communicate the meaning of the words and listen carefully and	Listen to the group when singing. Listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'	Make you feel my love Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure The fresh prince of Bel air Old-school Hip Hop, Rap, riff,
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				respectfully to other people's thoughts about the music. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. .		
Yr 5 SUM	Dancing in the street Ukelele Unit (LA)	Blackbird (Year 4) Ukulele's (Year 4)	Listening and appraising: To know the historical context of songs To understand the differences between 2/4, 3/4 and 4/4 time signatures. Composing To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To know the relationship and the connection between sound and symbol	Listening and appraising: To discuss and talk musically about compositions– “What went well?” and “It would have been even better if...?” Singing: To follow a leader when singing. To sing in unison and to sing backing vocals. Playing: Play a musical instrument with the correct technique Select and learn an instrumental part – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part. Improvising:	To play with others and have an awareness of the group – respond to this sense To listen to and reflect upon the developing composition and make musical decisions	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Timbre, semibreve, semiquaver

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				Improvise using between one and three notes Composing: To create simple melodies using up to five different notes and simple rhythms Compose music to evoke a specific atmosphere, mood or environment.		
	Topic		Declarative	Procedural	Tacit	Vocab
Yr6 AUT	Tropical rainforest (samba) Classroom Jazz 2	Classroom Jazz 1 (Year 5)	Listening and Appraising: To know five songs from memory, who sang or wrote them, when they were written and why? Know and talk about that fact that we each have a musical identity 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 Improvisation:	Listening and appraising: 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. Singing: To sing in unison and to sing backing vocals. To demonstrate a good singing posture. Improvising: 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) Composition: Create simple melodies using up to five different notes and simple	Find and move to the pulse with ease Lead the class by inventing rhythms for others to copy back	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, syncopated pentatonic

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			To know and be able to talk about improvisation: To know Improvisation is making up your own tunes on the spot To know 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 your improvisations To know three well-known improvising musicians Composition: To know and be able to talk about a composition commenting on the musical elements Performing: To know and be able to talk about: Performing is sharing music with an audience with belief	rhythms that work musically with the chosen style. Use body percussion, instruments and voices. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns Playing: Explore playing confidently in the time signatures of 2/4, 3/4, 4/4. Play a melody following staff notation written on one stave and using notes within an octave make decisions about dynamic range. Performing: To communicate the meaning of the words and clearly articulate them.		
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Yr 6 Spring	A new year carol You've got a friend	Lean on Me (Year 4) Into the groove (Year 1) Make you feel my love Adele (Year 5)	Listening and appraising: 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: <i>The style indicators of the songs (musical characteristics that give the songs their style)</i> <i>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)</i> /Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs and the historical context of the songs.	Listening and appraising: To use musical words when talking about the songs. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing. To Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. Singing: To experience rapping and solo singing. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world. Improvising: Explore improvisation within a major scale. Improvise over a groove, responding to the beat, creating a	Become more skilled in improvising, include rests or silent beats. Play for longer periods, both as soloists and in response to others in a group To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune' To follow and respond to a leader when singing.	bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers, scat singing, octave

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				satisfying melodic shape with varied notes Composing: Create a melody using crotchets, quavers and minims, (semibreves and semiquavers) plus all equivalent rests Performing: To choose what to perform and create a programme to perform.		
Yr 6 Sum	Music and Me Ukelele	Ukelele's (Year 5)	Singing: To choose a song and be able to talk about it using musical vocabulary Listening and appraising: To know the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music. Playing:	Listening and appraising: To talk about the musical dimensions working together in the songs To listen carefully and respectfully to other people's thoughts about the music. To talk about the music and how it makes you feel, using musical language to describe the music. To identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Playing: Play a musical instrument with the correct technique. Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation. Read and play confidently in up to 4 parts that contain known rhythms and note durations.	Playing: Listen to and follow musical instructions from a leader and have an awareness of the group throughout the piece responding appropriately	Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, triad

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			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 Composition: (Notation) To recognise the connection between sound and symbol Performing; To know and talk about : <i>Everything that will be performed must be planned and learned</i> <i>You must sing or rap the words clearly and play with confidence</i> <i>A performance can be a special occasion and involve an audience including of people you don't know</i> <i>It is planned and different for each occasion</i>	Read and play from notation a four-bar phrase, confidently identifying note names and durations. To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session. To demonstrate the skills to read and perform pitch notation within an octave Improvising: Copy back two-note riffs by ear and with notation Question and answer using two different notes Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve. Play a more complex improvisation part. Composition: To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Performing: To record the performance and compare it to a previous performance.		
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				To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”		
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