

## Music Skills and Knowledge Progression

(based on Charanga)

Year A	Year 1 / 2	Year 3 / 4	Year 5 / 6
<b>Listening and Appraising</b>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know 5 songs off by heart.</li> <li>-To know what the songs are about.</li> <li>-To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know five songs from memory and who sang them or wrote them.</li> <li>-To know the style of the five songs.</li> <li>-To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>Its lyrics: what the song is about</li> <li>-Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>-Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>-Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>-To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>-To choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>-Some of the style indicators of the songs (musical characteristics)</li> <li>-The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>-Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>-Name some of the instruments heard in songs</li> <li>-The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To learn how to enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>-To think about what the words of a song mean.</li> <li>-To take it in turn to discuss how the song makes them feel.</li> <li>-Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To identify and move to the pulse with ease.</li> <li>-To think about the message of songs.</li> <li>-To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>-Listen carefully and respectfully to other people's thoughts about the music.</li> <li>-When you talk try to use musical words.</li> <li>-To talk about the musical dimensions working together in the Unit songs.</li> <li>-Talk about the music, how it makes feel.</li> </ul>

Singing	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To confidently sing or rap five songs from memory and sing them in unison.</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-Singing in a group can be called a choir</li> <li>-Leader or conductor: A person who the choir or group follow</li> <li>-Songs can make you feel different things e.g. happy, energetic or sad</li> <li>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>-To know why you must warm up your voice</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>-To choose a song and be able to talk about:</li> <li>-Its main features</li> <li>-Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>-Know what the song is about and meaning of the lyrics</li> <li>-Know and explain the importance of warming up your voice</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To learn about voices, singing notes of different pitches (high and low).</li> <li>-Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>-Learn to start and stop singing when following a leader</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To sing in unison and in simple two-parts.</li> <li>-To demonstrate a good singing posture.</li> <li>-To follow a leader when singing.</li> <li>-To enjoy exploring singing solo.</li> <li>-To sing with awareness of being ‘in tune’. -To have an awareness of the pulse internally when singing</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To sing in unison and to sing backing vocals. -To enjoy exploring singing solo. To listen to the group when singing.</li> <li>-To demonstrate a good singing posture.</li> <li>-To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>-To listen to each other and be aware of how you fit into the group.</li> <li>-To sing with awareness of being ‘in tune’</li> </ul>
Playing	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>-Learn the names of the instruments they are playing</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols</li> <li>-Notes C, D, E, F, G, A, B + C on the treble stave</li> <li>-The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Treat instruments carefully and with respect.</li> <li>-Play a tuned instrumental part with the song they perform.</li> <li>-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).</li> <li>-Listen to and follow musical instructions from a leader</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To treat instruments carefully and with respect.</li> <li>-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.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>-To listen to and follow musical instructions from a leader</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Play a musical instrument with the correct technique</li> <li>-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.</li> <li>-Rehearse and perform their part</li> <li>-Listen to and follow instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>

Improvisation	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know that improvisation is about making up your own tunes on the spot. –To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-Know that everyone can improvise!</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know and be able to talk about improvisation:</li> <li>- Improvisation is making up your own tunes on the spot</li> <li>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>-To know that using one or two notes confidently is better than using five</li> <li>- To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>-Improvisation is making up your own tunes on the spot</li> <li>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-To know that using one or two notes confidently is better than using five</li> <li>-To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>-To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>-To know three well-known improvising musicians</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words).</li> <li>-Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li> <li>-Improvise! – Take it in turns to improvise using one or two notes</li> </ul>	<p><u>Skills:</u></p> <p>mprovise 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><u>Skills:</u></p> <p>mprovise 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>
Composition	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-Composing is like writing a story with music.</li> <li>-Everyone can compose</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>-Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>-A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>-Notation: recognise the connection between sound and symbol</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Help to create a simple melody using one, two or three notes.</li> <li>-Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Help create at least one simple melody using one, three or five different notes.</li> <li>-Plan and create a section of music that can be performed within the context of the unit song.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> </ul>

		<ul style="list-style-type: none"> <li>-Talk about how it was created.</li> <li>-Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the keynote or home note and the structure of the melody.</li> <li>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>
<b>Performance</b>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know that a performance is sharing music with other people, called an audience</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about: -Performing is sharing music with other people, an audience</li> <li>-A performance doesn't have to be a drama It can be to one person or to each other</li> <li>-You need to know and have planned everything that will be performed</li> <li>-You must sing or rap the words clearly and play with confidence</li> <li>-A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>-It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about: -Performing is sharing music with other people, an audience</li> <li>-A performance doesn't have to be a drama It can be to one person or to each other --</li> <li>Everything that will be performed must be planned and learned</li> <li>-You must sing or rap the words clearly and play with confidence</li> <li>- A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>-It involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-Add their ideas to the performance.</li> <li>-Record the performance and say how they were feeling about it</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To choose what to perform and create a programme.</li> <li>-To communicate the meaning of the words and clearly articulate them.</li> <li>-To talk about the best place to be when performing and how to stand or sit.</li> <li>-To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To choose what to perform and create a programme.</li> <li>-To communicate the meaning of the words and clearly articulate them</li> <li>- To talk about the venue and how to use it to best effect.</li> <li>-To record the performance and compare it to a previous performance.</li> <li>-To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>

<p><b>Styles of Main Song</b></p>	<p>Au1: Old School Hip-Hop  Au2: Reggae  Sp1:Blues, Baroque, Latin, Bhangra, Folk and Funk  Sp2: Bossa Nova  Su1:Pop  Su2: Classical</p>	<p>Au1: R n B  Au2: NA  Sp1: Reggae  Sp2: A pop song that tells a story  Su1: Disco  Su2: Classical</p>	<p>Au1: Rock  Au2: Bossa Nova and Swing  Sp1: Pop Ballads  Sp2: Old-School Hip-Hop  Su1: Motown  Su2: Classical</p>
<p><b>Theme</b></p>	<p>Au1: How pulse, rhythm and pitch work together  Au2: Pulse, rhythm and pitch, rapping, dancing and singing  Sp1: How to be in the groove with different styles of music  Sp2: Pulse, rhythm and pitch in different styles of music  Su1: Using your imagination  Su2: The history of music and language of music</p>	<p>Au1: R n B and other styles  Au2: Exploring and developing playing skills  Sp1: Reggae and animals  Sp2: Music from around the world, celebrating differences and being kind to one another  Su1: Disco, friendship, hope and unity  Su2: : The history of music and language of music</p>	<p>Au1: Rock Anthems  Au2: Jazz and Improvisation  Sp1: Pop Ballads  Sp2: Old-School Hip-Hop  Su1: Motown  Su2: The history of music and language of music</p>

Year B	Year 1 / 2	Year 3 / 4	Year 5 / 6
<p><b>Listening and Appraising</b></p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know five songs off by heart.</li> <li>-To know some songs have a chorus or a response/answer part.</li> <li>-To know that songs have a musical style.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To know five songs from memory and who sang them or wrote them</li> <li>-To know the style of the five songs.</li> <li>-To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>-Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>-The lyrics: what the song is about.</li> <li>-Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>-Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>- Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>-To know the style of the songs and to name other songs from the Units in those styles.</li> <li>-To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>-The lyrics: what the songs are about</li> <li>-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>-Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>-Name some of the instruments used in the songs</li> <li>-The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>-Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To learn how children can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>- To learn how songs can tell a story or describe an idea.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To confidently identify and move to the pulse.</li> <li>-To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>-Talk about the music and how it makes them feel.</li> <li>-Listen carefully and respectfully to other people's thoughts about the music.</li> <li>-Use musical words when talking about music</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To identify and move to the pulse with ease.</li> <li>-To think about the message of songs.</li> <li>-To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>-Listen carefully and respectfully to other people's thoughts about the music.</li> <li>-Use musical words when talking about music</li> <li>-To talk about the musical dimensions working together in the Unit songs.</li> <li>-Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>

<b>Singing</b>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>-To confidently know and sing five songs from memory.</li> <li>- To know that unison is everyone singing at the same time.</li> <li>-To know that songs include other ways of using the voice e.g. rapping (spoken word). -To know why we need to warm up our voices</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-Singing in a group can be called a choir</li> <li>-Leader or conductor: A person who the choir or group follow</li> <li>-Songs can make you feel different things e.g. happy, energetic or sad</li> <li>-Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>-Texture: How a solo singer makes a thinner texture than a large group</li> <li>-To know why you must warm up your voice</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>-To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>-To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>-Its main features</li> </ul> </li> <li>-Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>-To know what the song is about and the meaning of the lyrics</li> <li>-To know and explain the importance of warming up your voice</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Learn about voices singing notes of different pitches (high and low).</li> <li>-Learn that they can make different types of sounds with their voices – you can rap -Learn to find a comfortable singing position.</li> <li>-Learn to start and stop singing when following a leader.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>-To follow a leader when singing.</li> <li>-To enjoy exploring singing solo.</li> <li>-To sing with awareness of being ‘in tune’.</li> <li>-To rejoin the song if lost.</li> <li>-To listen to the group when singing</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-To sing in unison and to sing backing vocals.</li> <li>-To demonstrate a good singing posture.</li> <li>-To follow a leader when singing.</li> <li>-To experience rapping and solo singing.</li> <li>-To listen to each other and be aware of how you fit into the group.</li> <li>-To sing with awareness of being ‘in tune’.</li> </ul>
<b>Playing</b>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Know the names of the notes in their instrumental part from memory or when written down.</li> <li>-Know the names of untuned percussion instruments played in class</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>- Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-Different ways of writing music down – e.g. staff notation, symbols</li> <li>-Notes C, D, E, F, G, A, B + C on the treble stave</li> <li>-The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Treat instruments carefully and with respect.</li> <li>-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).</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>- 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.</li> <li>-To rehearse and perform their part within the context of the Unit song.</li> </ul>	<p><u>Skills:</u> -</p> <ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song. -</li> <li>-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.</li> </ul>

	<p>-Play the part in time with the steady pulse. - Listen to and follow musical instructions from a leader.</p>	<p>-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>	<p>-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>
Improvisation	<p><u>Knowledge:</u> -Know that improvisation is making up your own tunes on the spot. -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. -Know that everyone can improvise, and you can use one or two notes.</p>	<p><u>Knowledge:</u> 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</p>	<p><u>Knowledge:</u> 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 in your improvisations -To know three well-known improvising musicians</p>
	<p><u>Skills:</u> 1. Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p><u>Skills:</u> 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><u>Skills:</u> 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><b>Composition</b></p>	<p><u>Knowledge:</u>          -Know that composing is like writing a story with music.          -Know that everyone can compose.</p>	<p><u>Knowledge:</u>          To know and be able to talk about:          -A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.          -Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p><u>Knowledge:</u>          To know and be able to talk about:          -A composition: music that is created by you and kept in some way. 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</p>
	<p><u>Skills:</u>          -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.</p>	<p><u>Skills:</u>          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)</p>	<p><u>Skills:</u>          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)</p>
<p><b>Performance</b></p>	<p><u>Knowledge:</u>          -To know that a performance is sharing music with an audience          -Know that a performance can be a special occasion and involve a class, year group or whole school          -Know that an audience can include your parents and friends</p>	<p><u>Knowledge:</u>          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</p>	<p><u>Knowledge:</u>          To know and be able to talk about:          -Performing is sharing music with an audience with belief          -A performance doesn't have to be a drama! It can be to one person or to each other          -Everything that will be performed must be planned and learned          -You must sing or rap the words clearly and play with confidence          -A performance can be a special occasion and involve an audience including of people you don't know          - It is planned and different for each occasion          - A performance involves communicating ideas, thoughts and feelings about the song/music</p>

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Choose a song they have learnt from the Scheme and perform it.</li> <li>-Add their ideas to the performance.</li> <li>-Record the performance and say how they were feeling about it</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>-Present a musical performance designed to capture the audience.</li> <li>-To communicate the meaning of the words and clearly articulate them.</li> <li>-To talk about the best place to be when performing and how to stand or sit.</li> <li>-To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>-To communicate the meaning of the words and clearly articulate them.</li> <li>-To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>-To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
<b>Styles of Main Songs</b>	<p>Au1: Afropop, South African          Au2: A song with rapping and improvising for Christmas          Sp1: Rock          Sp2: Reggae          Su1: Pop          Su2: Classical</p>	<p>Au1: Pop          Au2: Mixed Styles          Sp1: Grime          Sp2: Gospel          Su1: The Beatles/Pop          Su2: Classical</p>	<p>Au1: Pop/Neo Soul          Au2: Bacharach and Blues          Sp1: Classical or Urban Gospel          Sp2: 70s Ballad/Pop          Su1: Hip-Hop, Classical, Electronic, Soul, Contemporary          Su2: Classical</p>
<b>Unit Theme</b>	<p>Au1: South African music          Au2: Festivals and Christmas          Sp1: Playing together in a band          Sp2: Reggae and animals          Su1: A song about being friends          Su2: The history of music and the language of music</p>	<p>Au1: ABBBA’s music          Au2: Exploring and developing playing skills using the glockenspiel          Sp1: Writing lyrics linked to a theme          Sp2: Soul/Gospel music and helping one another          Su1: The Beatles, equality and civil rights          Su2: The history of music and the language of music</p>	<p>Au1: Being happy!          Au2: Jazz, improvisation and composition          Sp1: Benjamin Britten’s music and cover versions          Sp2: The music of Carole King          Su1: Create your own music inspired by your identity and women in the music industry          Su2: The history of music and the language of music</p>