Strand	Year 3	Year 4	Year 5	Year 6
Listen and	<ul> <li>To know five songs from</li> </ul>	To know five songs from	<ul> <li>To know five songs from</li> </ul>	<ul> <li>To know five songs from</li> </ul>
Appraise	memory and who sang them or	memory and who sang them or	memory, who sang or wrote	memory, who sang or wrote
	wrote them. • To know the	wrote them. To know the style	them, when they were written	them, when they were written
	style of the five songs. ● To	of the five songs. To choose one	and, if possible, why? ● To	and why? • To know the style of
	choose one song and be able to	song and be able to talk about:	know the style of the five songs	the songs and to name other
	talk about: O Its lyrics: what the	<ul> <li>Some of the style indicators of</li> </ul>	and to name other songs from	songs from the Units in those
	song is about $\circ$ Any musical	that song (musical	the Units in those styles. ● To	styles. • To choose three or four
	dimensions featured in the	characteristics that give the	choose two or three other	other songs and be able to talk
	song, and where they are used	song its style). ● The lyrics: what	songs and be able to talk about:	about: O The style indicators of
	(texture, dynamics, tempo,	the song is about. ● Any musical	◦ Some of the style indicators of	the songs (musical
	rhythm and pitch) ○ Identify the	dimensions featured in the song	the songs (musical	characteristics that give the
	main sections of the song	and where they are used	characteristics that give the	songs their style) <pre>O</pre> The lyrics:
	(introduction, verse, chorus	(texture, dynamics, tempo,	songs their style) <pre>O</pre> The lyrics:	what the songs are about $\circ$ Any
	etc.) ○ Name some of the	rhythm and pitch). ● Identify	what the songs are about $\circ$ Any	musical dimensions featured in
	instruments they heard in the	the main sections of the song	musical dimensions featured in	the songs and where they are
	song	(introduction, verse, chorus	the songs and where they are	used (texture, dynamics, tempo,
		etc). • Name some of the	used (texture, dynamics, tempo,	rhythm, pitch and timbre) ○
		instruments they heard in the	rhythm and pitch) O Identify the	Identify the structure of the
		song.	main sections of the songs	songs (intro, verse, chorus etc.)
			(intro, verse, chorus etc.) O	O Name some of the
			Name some of the instruments	instruments used in the songs ○
			they heard in the songs O The	The historical context of the
			historical context of the songs.	songs. What else was going on
			What else was going on at this	at this time, musically and
			time?	historically? O Know and talk
				about that fact that we each
				have a musical identity
Musical	<ul> <li>Know how to find and</li> </ul>	Know and be able to talk about:	Know and be able to talk about:	Know and be able to talk about:
activities:	demonstrate the pulse. ● Know	• How pulse, rhythm and pitch	• How pulse, rhythm, pitch,	<ul> <li>How pulse, rhythm, pitch,</li> </ul>
Games	the difference between pulse	work together  • Pulse: Finding	tempo, dynamics, texture and	tempo, dynamics, texture and
	and rhythm. ● Know how pulse,	the pulse – the heartbeat of the	structure work together and	structure work together to

rhythm and pitch work together

to create a song. ● Know that

pulse/steady beat. • Know the

every piece of music has a

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	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	create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to
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	• 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: 0 Its main features 0	• 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

		difference between a musical question and an answer.	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	copy or respond to	copy or respond to
	sical vities: ging	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	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 • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice	<ul> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To choose a song and be able to talk about: O Its main features O Singing in unison, the solo, lead vocal, backing vocals or rapping O To know what the song is about and the meaning of the lyrics O To know and explain the importance of warming up your voice</li> </ul>	<ul> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <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: O Its main features O Singing in unison, the solo, lead vocal, backing vocals or rapping O To know what the song is about and the meaning of the lyrics O To know and explain the importance of warming up your voice</li> </ul>
activ Play	sical vities: /ing ruments	To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or	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	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

be played in a band or orchestra or by their friends.	they might play or be played in a band or orchestra or by their friends	they might play or be played in a band or orchestra or by their friends
To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:

		or by their friends.	a band or orchestra or by their friends	a band or orchestra or by their friends
Musical activities: 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 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 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	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
Musical activities: 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	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	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	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

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	recording compositions (letter	recording compositions (letter	pulse, rhythm and pitch that	pulse, rhythm and pitch that
	names, symbols, audio etc.)	names, symbols, audio etc.)	work together and are shaped	work together and are shaped
			by tempo, dynamics, texture	by tempo, dynamics, texture
			and structure <ul> <li>Notation:</li> </ul>	and structure   Notation:
			recognise the connection	recognise the connection
			between sound and symbol	between sound and symbol
Performance	To know and be able to talk	To know and be able to talk	To know and be able to talk	To know and be able to talk
	about: • Performing is sharing	about: • Performing is sharing	about: • Performing is sharing	about: <ul> <li>Performing is sharing</li> </ul>
	music with other people, an	music with other people, an	music with other people, an	music with an audience with
	audience • A performance	audience • A performance	audience • A performance	belief • A performance doesn't
	doesn't have to be a drama! It	doesn't have to be a drama! It	doesn't have to be a drama! It	have to be a drama! It can be to
	can be to one person or to each	can be to one person or to each	can be to one person or to each	one person or to each other •
	other ● You need to know and	other ● You need to know and	other • Everything that will be	Everything that will be
	have planned everything that	have planned everything that	performed must be planned and	performed must be planned and
	will be performed   You must	will be performed   You must	learned ● You must sing or rap	learned ● You must sing or rap
	sing or rap the words clearly	sing or rap the words clearly	the words clearly and play with	the words clearly and play with
	and play with confidence • A	and play with confidence • A	confidence • A performance	confidence • A performance
	performance can be a special	performance can be a special	can be a special occasion and	can be a special occasion and
	occasion and involve an	occasion and involve an	involve an audience including of	involve an audience including of
	audience including of people	audience including of people	people you don't know • It is	people you don't know • It is
	you don't know ● It is planned	you don't know ● It is planned	planned and different for each	planned and different for each
	and different for each occasion	and different for each occasion	occasion • A performance	occasion • A performance
	<ul> <li>It involves communicating</li> </ul>	<ul> <li>It involves communicating</li> </ul>	involves communicating ideas,	involves communicating ideas,
	feelings, thoughts and ideas	feelings, thoughts and ideas	thoughts and feelings about the	thoughts and feelings about the
	about the song/music	about the song/music	song/music	song/music