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| **Year 1** |  | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Song:** | **Hey You** | **Rhythm In The Way We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Genre:** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Melody:** | C, D, E, F + G |  | C, D, E, F + G |  | C, D, E, F + G |  |

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| **Year 1** | **Listen and Appraise:** | **Games:** | **Singing:** | **Playing:** | **Improvisation:** | **Composition:** | **Performance:** |
| **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. | 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. | To confidently sing or rap five songs from memory and sing them in unison. | Learn the names of the notes in their instrumental part from memory or when written down.  Learn the names of the instruments they are playing. | 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! | Composing is like writing a story with music.  Everyone can compose. | A performance is sharing music with other people, called an audience. |
| **Skills:** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | FInd the pulse. Choose an animal and find the pulse  Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.  Create rhythms for others to copy  Listen and sing back. Use your voices to copy back using ‘la’, whist marching to the steady beat.  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. | 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. | Listen and clap back, then listen and clap your own answer (rhythms of words).  Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  Take it in turns to improvise using ​one or two notes. | 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.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. |

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| **Year 2** |  | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Song:** | **Hands, Feet, Heart** | **Ho, Ho, Ho** | **I Wanna Play in a Band** | **Zootime** | **Friendship Song** | **Reflect, Rewind & Replay** |
| **Genre:** | Afropop, South  African | A song with rapping and improvising for Christmas | Rock | Reggae | Pop | Classical |
| **Melody:** | E, F, G, A, B + C | N/A | C, D + F | C + D | C, D, E, F, G, A + B | E, F, G, A, B + C |

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| **Year 2** | **Listen and Appraise:** | **Games:** | **Singing:** | **Playing:** | **Improvisation:** | **Composition:** | **Performance:** |
| **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. | 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. | 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. | Learn the names of the notes in their instrumental part from memory or when written down.  Know the names of untuned percussion instruments played in class. | 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. | Composing is like writing a story with music.  Everyone can compose. | 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. |
| **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. | FInd the pulse. Choose an animal and find the pulse.  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.  Create rhythms for others to copy.  Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.  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 (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. | Listen and clap back, then listen and clap your own answer (rhythms of words).  –​ ​Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  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.  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.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. |

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| **Year 3** |  | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Song:** | **Let Your Spirit Fly** | **Glockenspiel Stage 1** | **Three Little Birds** | **The Dragon Song** | **Bringing Us Together** | **Reflect, Rewind & Replay** |
| **Genre:** | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Melody:** | N/A | N/A | C, D, E, G, A + Bb | B, C, D, E, F + G | G, A + C | N/A |

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| **Year 3** | **Listen and Appraise:** | **Games:** | **Singing:** | **Playing:** | **Improvisation:** | **Composition:** | **Performance:** |
| **Knowledge:** | 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 | Know how to find and demonstrate the pulse.  Know the difference between pulse and rhythm.  K​now how pulse, rhythm and pitch work together to create a song.  Know that every piece of music has a pulse/steady beat.  Know the difference between a musical question and an answer. | 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:  ● The instruments used in class (a glockenspiel, a recorder) | 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:  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.) | 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 |
| **Skills:** | 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. | Clap and say back rhythms  Create your own simple rhythm patterns  Perhaps lead the class using their simple rhythms  Copy back – ‘Listen and sing back’ (no notation)  Copy back with instruments, without then with notation  Copy back with instruments, without and then with notation | 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. | Listen and sing back  Using instruments, listen and play your own answer using one note.  Take it in turns to improvise using one note.  Listen and copy back using instruments, using two different notes.  Using your instruments, listen and play your own answer using one or two notes.  Take it in turns to improvise using one or two notes.  Listen and copy back using instruments, two different notes.  Using your instruments, listen and play your own answer using two different notes.  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 performance and say how they were feeling, what they were pleased with what they would change and why. |

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| **Year 4** |  | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Song:** | **Mamma Mia** | **Glockenspiel 2** | **Stop!** | **Lean On Me** | **Blackbird** | **Reflect,**  **Rewind &**  **Replay** |
| **Genre:** | Pop | Mixed styles | Grime | Gospel | The Beatles/Pop | Classical |
| **Melody:** | G, A, B + C | C, D, E, F + G |  | G, A, B, C, D + E | C, D, E, F + G | G, A, B + C |

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| **Year 4** | **Listen and Appraise:** | **Games:** | **Singing:** | **Playing:** | **Improvisation:** | **Composition:** | **Performance:** |
| **Knowledge:** | To know five songs from memory and w ho 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. | 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 c opy 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 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 y our voice | To know and be able to talk about:  The instruments used in class (a glockenspiel, r ecorder or xylophone).  Other instruments they might play or be played in a band or orchestra or by their friends. | 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:  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.) | 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 |
| **Skills:** | 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. | Clap and say back rhythms  Create your own simple rhythm patterns  Perhaps lead the class using their simple rhythms  Copy back – ‘Listen and sing back’ (no notation)  Copy back with instruments, without then with notation  Copy back with instruments, without and then with notation | To sing in unison and in simple two-parts.  To demonstrate a good singing p osture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in t une’.  To rejoin the song if lost.  To listen to the group w hen singing. | To treat instruments carefully and with r espect.  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 w ithin the context of the Unit s ong.  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. | Listen and sing back melodic patterns  Using instruments, listen and play your own answer using one note.  Take it in turns to improvise using one note.  Play and Copy Back – Listen and copy back using instruments, using two different notes.  Using your instruments, listen and play your own answer using one or two notes.  Take it in turns to improvise using one or two notes.  Play and Copy Back – Listen and copy back using instruments, two different notes.  Using your instruments, listen and play your own answer using two different notes.  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 t he 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 t hat 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 t o stand  or sit.  To record the performance and say how they were feeling, what they were pleased with what they w ould change and why. |

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| **Year 5** |  | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Song:** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Genre:** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Melody:** | D, E, F sharp, G, A, B + C |  | B, C, D, E, F + G | C, D, E, F, G +​ A | F, G, A + D |  |

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| **Year 5** | **Listen and Appraise:** | **Games:** | **Singing:** | **Playing:** | **Improvisation:** | **Composition:** | **Performance:** |
| **Knowledge:** | To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  To know the style of the five songs and to name other songs from the Units in those styles.  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? | 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 | 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 know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice | 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 | 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:  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 | 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 |
| **Skills:** | 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.  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. | 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  ○ 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  ○ Question and answer using three different notes | 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 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. | Copy back using instruments. Use one note.  Copy back using instruments. Use the two notes.  Copy back using instruments. Use the three notes.  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.  Improvise using one note  Improvise using two notes.  mprovise using three notes. | 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...?” |

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| **Year 6** |  | | | | | |
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| **Song:** | **Happy** | **Classroom Jazz 2** | **A New Year Carol** | **You’ve Got A Friend** | **Music and Me** | **Reflect, Rewind & Replay** |
| **Genre:** | Pop/Neo Soul | Bacharach and Blues | Classical or Urban Gospel | 70s Ballad/Pop | Create your own music inspired by your identity and women in the music industry | Classical |
| **Melody:** | G, A, B, C, D + E | n/a | Eb, F, G, Ab, Bb, C + D | D, E, F, G, A, B + C |  |  |

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| **Year 6** | **Listen and Appraise:** | **Games:** | **Singing:** | **Playing:** | **Improvisation:** | **Composition:** | **Performance:** |
| **Knowledge:** | 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 a bout:  ○ The style indicators of the songs (musical c haracteristics 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, 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 | 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 | 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 | 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 | 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 g iven, 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 | 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 o r performed again to your friends.  A composition has pulse, rhythm and p itch that work together and are shaped by tempo, dynamics, texture and structure  Notation: recognise the connection between sound and symbol | 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 b e 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 f eelings about the song/music |
| **Skills:** | 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 d ifferences.  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 i t makes you feel, using musical language to describe the m usic. | Find the pulse  ○ Copy back rhythms based on the words of the main song, that include syncopation/off b eat  ○ Copy back one-note riffs using simple and syncopated r hythm patterns  ○ 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  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 | To sing in unison and to sing backing vocals.  To demonstrate a good singing p osture.  To follow a leader when singing.  To experience rapping and solo s inging.  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 m elody of the song from memory or using notation.  To rehearse and perform t heir part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | Copy back using instruments. Use one note.  Copy back using instruments. Use the t wo notes.  Copy back using instruments. Use the t hree notes.  Play and Improvise You will be using up to three notes:  Question and Answer using instruments. Use one note in your answer.  Question and Answer using instruments. Use two notes in your answer. Always start on a G .  Question and Answer using instruments. Use three notes in your answer. Always start on a G .  Improvisation! You will be using up to three notes. T he notes will be provided on-screen and in the lesson plan:  Improvise using one note.  Improvise using two notes. | Create simple melodies using up to five different notes and simple rhythms that work musically with the s tyle of the Unit song.  Explain the keynote or home n ote and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how t he 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 t o a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better i f...?” |



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|  | **Key Vocabulary by Year Group** |
| **Year 1** | Pulse, rhythm, pitch, rap, improvise, compose, melody, ​bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, p​ulse, rhythm, pitch, groove, audience, imagination. |
| **Year 2** | Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. |
| **Year 3** | Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. |
| **Year 4** | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. |
| **Year 5** | Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. |
| **Year 6** | style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. |

# The Interrelated Dimensions of Music (Dimensions)

* Pulse – the regular heartbeat of the music; its steady beat.
* Rhythm – long and short sounds or patterns that happen over the pulse.
* Pitch – high and low sounds.
* Tempo – the speed of the music; fast or slow or in-between.
* Dynamics – how loud or quiet the music is.
* Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
* Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
* Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
* Notation – the link between sound and symbol.