



## Music Progression Map

| St Anthony's<br>Pre-School/<br>Reception                                                                                                                                                                                                                                                                          | Purple = Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 | Green = Disciplinary Knowledge/ Skills                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen and Respond                                                                                                                                                                                                                                                                                                | Explore and Create                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Singing                                                                                                                                                                                                                                                         | Share and Perform                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>-To know twenty nursery rhymes off by heart.</li> <li>-To know the stories of some of the nursery rhymes.</li> <li>-To learn that music can touch your feelings.</li> <li>-To enjoy moving to music by dancing, marching, being animals or</li> <li>-Pop stars.</li> </ul> | <ul style="list-style-type: none"> <li>-To know that we can move with the pulse of the music.</li> <li>-To know that the words of songs can tell stories and paint pictures.</li> <li>-There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</li> <li>-Children listen to and work with the Games Track to complete the following in relation to the main song:               <ul style="list-style-type: none"> <li>-Activity A Games Track</li> <li>-Activity B Copycat Rhythm</li> <li>-Activity C High and Low</li> <li>-Activity D Create Your Own Sounds</li> <li>-Extension Activity (part). Listen to and follow musical instructions from a leader.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>-To sing or rap nursery rhymes and simple songs from memory.</li> <li>-Songs have sections.</li> <li>-To sing along with a pre-recorded song and add actions.</li> <li>-To sing along with the backing track.</li> </ul> | <ul style="list-style-type: none"> <li>-A performance is sharing music.</li> <li>-Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>-Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>-Record the performance to talk about.</li> </ul> |



| St Marks<br>Yr 1/2                                                                                                                                                                                                                                                                                                                   | Purple =<br>Substantive<br>Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Green =<br>Disciplinary<br>Knowledge/ Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen and<br>Appraise                                                                                                                                                                                                                                                                                                               | Games                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Singing                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Playing                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Improvisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Composition                                                                                                                                                                                                                                                                   | Performance                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>-To know five songs off by heart.</p> <p>-To know some songs have a chorus or a response/answer part.</p> <p>-To know that songs have a musical style.</p> <p>-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>-To learn how songs can tell a story or describe an idea.</p> | <p>-To know that music has a steady pulse, like a heartbeat.</p> <p>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>-Rhythms are different from the steady pulse.</p> <p>-We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>-Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. - Children will complete the following in relation to the main song:</p> | <p>-To confidently know and sing five songs from memory.</p> <p>-To know that unison is everyone singing at the same time.</p> <p>-Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>-To know why we need to warm up our voices.</p> <p>-Learn about voices singing notes of different pitches (high and low).</p> <p>-Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> | <p>-Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>-Know the names of untuned percussion instruments played in class.</p> <p>-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.</p> <p>-Listen to and follow musical instructions from a leader.</p> | <p>-Improvisation is making up your own tunes on the spot.</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-Everyone can improvise, and you can use one or two notes.</p> <p>-Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise</li> <li>2. Sing, Play and Improvise</li> <li>3. Improvise!</li> </ol> | <p>-Composing is like writing a story with music.</p> <p>-Everyone can compose.</p> <p>-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>-A performance is sharing music with an audience.</p> <p>-A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>-An audience can include your parents and friends.</p> <p>-Choose a song they have learnt from the Scheme and perform it.</p> <p>-They can add their ideas to the performance. - Record the performance and say how they were feeling about it.</p> |



|  |                                                                                                             |                                                                                                            |  |  |  |  |
|--|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | -Game 1 – Have Fun Finding the Pulse!<br>-Game 2 – Rhythm -<br>Game 3 – Rhythm Copy Back<br>-Game 4 – Pitch | -Learn to find a comfortable singing position.<br>-Learn to start and stop singing when following a leader |  |  |  |  |
|--|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--|--|--|--|

| St Francis<br>Yr 3/4                                                                                                                                                                                                                                                                                                              | Purple =<br>Substantive<br>Knowledge                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 | Green =<br>Disciplinary<br>Knowledge/ Skills                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen and Appraise</b><br>-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:<br>-Some of the style indicators of that song (musical characteristics that give the song its style).<br>-The lyrics: what the song is about. - | <b>Games</b><br>Know and be able to talk about:<br>-How pulse, rhythm and pitch work together<br>-Pulse: Finding the pulse – the heartbeat of the music<br>-Rhythm: the long and short patterns over the pulse<br>-Know the difference between pulse and rhythm<br>-Pitch: High and low sounds that create melodies | <b>Singing</b><br>To know and be able to talk about: -<br>Singing in a group can be called a choir<br>-Leader or conductor: A person who the choir or group follow<br>-Songs can make you feel different things e.g. happy, energetic or sad -<br>Singing as part of an ensemble or large group is fun, but that you must | <b>Playing</b><br>-The instruments used in class (a glockenspiel, recorder or xylophone).<br>-Other instruments they might play or be played in a band or orchestra or by their friends.<br>-To treat instruments carefully and with respect.<br>-Play anyone, or all four, differentiated parts on a tuned instrument – a one- | <b>Improvisation</b><br>-To know and be able to talk about improvisation: -<br>Improvisation is making up your own tunes on the spot<br>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br>-To know that using one or two notes confidently is | <b>Composition</b><br>To know and be able to talk about: -<br>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. -<br>Different ways of recording compositions (letter names, symbols, audio etc.)<br>-Help create at least one simple | <b>Performance</b><br>To know and be able to talk about: -<br>Performing is sharing music with other people, an audience<br>-A performance doesn't have to be a drama! It can be to one person or to each other<br>-You need to know and have planned everything that will be performed<br>-You must sing or rap the words clearly and play |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>-Identify the main sections of the song (introduction, verse, chorus etc). - Name some of the instruments they heard in the song.</p> <p>To confidently identify and move to the pulse.</p> <p>-To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>-Talk about the music and how it makes them feel.</p> <p>-Listen carefully and respectfully to other people's thoughts about the music.</p> <p>-When you talk try</p> | <p>-How to keep the internal pulse</p> <p>-Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>-Using the Warmup Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy</li> <li>3. Pitch Copy Back</li> <li>4. Pitch Copy Back</li> </ol> | <p>listen to each other</p> <p>-Texture: How a solo singer makes a thinner texture than a large group - To know why you must warm up your voice</p> <p>-To sing in unison and in simple two-parts.</p> <p>-To demonstrate a good singing posture.</p> <p>-To follow a leader when singing.</p> <p>-To enjoy exploring singing solo.</p> <p>-To sing with awareness of being 'in tune'.</p> <p>-To rejoin the song if lost.</p> <p>-To listen to the group when singing.</p> | <p>note, simple or medium part or the melody of the song from memory or using notation.</p> <p>-To rehearse and perform their part within the context of the Unit song.</p> <p>-To listen to and follow musical instructions from a leader.</p> <p>-To experience leading the playing by making sure everyone plays in the playing section of the song.</p> | <p>better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>-To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>-Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise</li> <li>2. Sing, Play and Improvise</li> <li>3. Improvise!</li> </ol> | <p>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.</p> <p>-Talk about how it was created.</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> | <p>with confidence</p> <p>-A performance can be a special occasion and involve an audience including of people you don't know</p> <p>-It is planned and different for each occasion</p> <p>-It involves communicating feelings, thoughts and ideas about the song/music</p> <p>-To choose what to perform and create a programme. - Present a musical performance designed to capture the audience.</p> <p>-To communicate the meaning of the words and clearly articulate them.</p> <p>-To talk about the best place to be when performing and how to stand or sit.</p> <p>-To record the performance and say how they were</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                       |  |  |  |  |  |                                                                                                                                                                                                                                                         |
|-----------------------|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to use musical words. |  |  |  |  |  | feeling, what they were pleased with what they would change and why.<br>-To record the performance and compare it to a previous performance.<br>-To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |
|-----------------------|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                              |                                                                                                           |                                                                                                              |                                                                                                                                        |                                                                                                            |                                                                                                                               |                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>St Albans<br/>Yr5/6</b>                                                                                                   | Purple =<br>Substantive<br>Knowledge                                                                      |                                                                                                              |                                                                                                                                        | Green =<br>Disciplinary<br>Knowledge/ Skills                                                               |                                                                                                                               |                                                                                                                      |
| <b>Listen and<br/>Appraise</b>                                                                                               | <b>Games</b>                                                                                              | <b>Singing</b>                                                                                               | <b>Playing</b>                                                                                                                         | <b>Improvisation</b>                                                                                       | <b>Composition</b>                                                                                                            | <b>Performance</b>                                                                                                   |
| -To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?<br>-To know the style | Know and be able to talk about:<br>-How pulse, rhythm, pitch, tempo, dynamics, texture and structure work | To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal | To know and be able to talk about: -<br>Different ways of writing music down – e.g. staff notation, symbols -<br>The notes C, D, E, F, | To know and be able to talk about improvisation:<br>-Improvisation is making up your own tunes on the spot | To know and be able to talk about: -<br>A composition: music that is created by you and kept in some way. It's like writing a | To know and be able to talk about: -<br>Performing is sharing music with other people, an audience<br>-A performance |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>of the five songs and to name other songs from the Units in those styles.</p> <p>-To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>o 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>o Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical</li> </ul> | <p>together and how they connect in a song</p> <p>-How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>-Using the Warmup Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy</li> <li>3. Pitch Copy Back</li> <li>4. Pitch Copy Back</li> </ol> | <p>pulse.</p> <p>-To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul> <p>-To sing in unison and to sing backing vocals.</p> <p>-To enjoy exploring singing solo. To listen to the group when singing.</p> <p>-To demonstrate a good singing posture.</p> <p>-To follow a leader when singing.</p> <p>-To experience rapping and solo singing.</p> <p>-To listen to each</p> | <p>G, A, B + C on the treble stave</p> <p>-The instruments they might play or be played in a band or orchestra or by their friends</p> <p>-Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>-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.</p> <p>-To rehearse and perform their part within the context of the Unit song.</p> <p>-To listen to and follow musical instructions from a leader.</p> <p>-To lead a rehearsal session.</p> | <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-To know that using one or two notes confidently is better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>-To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>-To know three well-known improvising musicians</p> <p>-Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise</li> </ol> | <p>story. It can be played or performed again to your friends.</p> <p>-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>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>-Explain the keynote or home note and the structure of the melody.</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about</p> | <p>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</p> <p>-You must sing or rap the words clearly and play with confidence</p> <p>-A performance can be a special occasion and involve an audience including of people you don't know</p> <p>-It is planned and different for each occasion</p> <p>-A performance involves communicating ideas, thoughts and feelings about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>-To communicate the meaning of the words and clearly articulate them.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                      |  |                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>context of the songs. What else was going on at this time?</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 and how it makes you feel.</li></ul> |  | <p>other and be aware of how you fit into the group.</p> <ul style="list-style-type: none"><li>-To sing with awareness of being 'in tune'.</li></ul> |  | <p>2. Sing, Play and Improvise</p> <p>3. Improvise!</p> | <p>how the melody connects with the song.</p> <ul style="list-style-type: none"><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>-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> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### Units of Learning from Charanga

|              | Autumn 1                                                                                                                     | Autumn 2 | Spring 1                                                                                                                                     | Spring 2                                                                | Summer 1                                                                                 | Summer 2           |
|--------------|------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------|
| St Anthony's | Clave work<br>Exploring sounds<br>Sound stories                                                                              | Nativity | Clave work to enforce<br>dynamics, tempo,<br>rhythm, pulse.<br>Clapping rhythms<br>Kaye Umansky stories.<br>Rhythmic Notation<br>Games       | Everyone<br><br>Our world                                               | Rhythm<br>Singing<br>Music Stories                                                       | Summer Performance |
| St Marks     | Peter + the wolf<br>Instruments of the<br>orchestra                                                                          | Nativity | Circle singing<br>Rhythm work and<br>notation<br>Melodic notation<br>Recognising notes<br>Ocarina                                            | I wanna play in a band -<br>rock<br><br>Zootime - reggae and<br>animals | Singing rounds/parts.<br>Melodic notation<br>Glockenspiels,<br>boomwhackers.<br>Ocarinas | Summer Performance |
| St Francis   | Mamma Mia: ABBA's music<br><br>Glockenspiel Stage 2:<br>Exploring and developing<br>playing skills using the<br>glockenspiel | Nativity | Stop!<br>Writing lyrics linked to a<br>theme<br><br>Lean on me<br>Soul/Gospel music and<br>helping one another<br>*Guitar with Dorset Music* | Ocarinas<br>Rhythmic/ Melodic<br>Notation                               | Blackbird<br>The Beatles, equality and<br>civil rights<br>Reflect, rewind and replay.    | Summer Performance |



|           |                                                                                |          |                                                                                         |                                                                                                                                                        |                                                            |                    |
|-----------|--------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------|
| St Albans | Livin' on a prayer - Rock anthems<br>Classroom Jazz 1 - Jazz and improvisation | Nativity | Make you feel my love - pop ballads<br>The Fresh prince of Bel-air - Old school hip hop | History of Music<br>Hildegard -Modern Day<br>Development of keyboard instrument<br>Reflecting on Rhythmic/ Melodic Notation<br>Basic keyboard skills 1 | Dancing in the street - Motown<br>Reflect, rewind, replay! | Summer Performance |
|-----------|--------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------|