

## National Curriculum Requirements

### Key stage 1

#### Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

#### Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.



## Music

### Manor Park Curriculum design



#### Intent

*Our music curriculum is designed to equip our pupils with the skills of listening, composing, performing and evaluating so that as they develop they become **producers** of music and not simply **consumers** of it. We seek to inspire pupils to see music as a valid and essential form of artistic expression that is open and available to everyone, not just a select few. Therefore, we want our pupils to have the necessary musical building blocks in order to listen and appraise a wide range of musical styles; to sing and play with increasing accuracy and skill; to compose and improvise with their voice or instrument; and of course being able to perform their own or another's composition with confidence.*

*Our intent is to have a broad and deep knowledge and understanding of the history of music: including a wide range of styles/genres; a knowledge of world music; the shifts and changes of musical expression over time; as well as popular artists throughout the decades/centuries.*

*All of these elements are important to ensure that pupils leave Manor Park with a robust musical foundation that can be developed, harnessed and built upon as they enter secondary education.*

#### Implementation

*The teaching of music across the school comes through a variety of routes:*

**Bi-weekly progression of skills lessons:** *These lessons, taught through the Charanga online music portal, focus on the progression of skills within listening, appraising, singing, playing, composing and performing.*

**Termly music  $\frac{1}{2}$  days:** *These bespoke music  $\frac{1}{2}$  days are an opportunity for our pupils to put their acquired skills to the test as well as further embed and showcase their learning over an extended timeframe. During these days, children will use a topic related chosen stimulus (video, picture, song, book, etc) to create their own composition for. They will have the opportunity to use a range of acoustic instruments or digital composition software to express themselves musically.*

**Whole Class Instrument lessons:** *These lessons take place in Year 4 and are provided by Coventry Music (weekly). Every child in this year group learns a variety of instruments across the academic year with options for extension groups for selected students that have shown particular interest and promise. The music curriculum within the school has been clearly mapped out to ensure a progression of knowledge and skills related to listening, appraising, singing, playing, composing and performing. Each year group makes links to and builds upon the prior year groups learning. This is true across both the weekly skills lessons and the longer music day sessions.*

*Music history is predominantly built up and emphasized within a whole school and phase assembly context. This involves a game where the pupils listen to a song and have a range of questions to consider about it relating to artist, decade, country of origin and instruments they can hear.*

*Singing is taught through the bi-weekly Charanga lessons, as well as during assemblies and through the Morning of Music LA programme.*

*Wall displays are also used to build upon listening skills by providing QR codes of songs that children can scan, listen to and offer their thoughts onto the display. This further builds an understanding of music history, styles/genres and popular artists over time.*

*These different opportunities seek to build a culture reflecting a love of music across the school.*

#### Impact

*It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.*

Year Group	Autumn		Spring	Summer
Year 1	<u>Superhumans</u>	<u>Wild Woods</u>	<u>Hear me Roar</u> <i>Prehistoric Era</i>	<u>Flashback</u> <i>The Great Fire of London</i>
	<p style="text-align: center;"><b><u>MUSIC DAYS</u></b></p> <ul style="list-style-type: none"> <li>- listen to, recognise, identify and understand <i>changes in volume</i> in a piece of music (loud and quiet)</li> <li>- listen to, recognise, identify and understand <i>changes in pace</i> in a piece of music (fast and slow)</li> <li>- listen to, recognise, identify the basic <i>feelings and emotions</i> that a piece of music conveys (happy, sad, excited)</li> <li>- know and understand how to start and stop playing tuned and untuned instruments together</li> <li>- know and understand how to play loudly and quietly</li> <li>- know and understand how to play their instruments to represent different feelings.</li> </ul>			
	<p style="text-align: center;"><b><u>CHARANGA</u></b></p> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To know 5 songs off by heart.</li> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To confidently sing or rap five songs from memory and sing them in unison.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>• Improvisation is about making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise!</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• A performance is sharing music with other people, called an audience.</li> </ul> <p><b>Additional</b></p> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>			
	<p><b><u>Previous learning links:</u></b></p> <ul style="list-style-type: none"> <li>- EYFS - Listening attentively</li> <li>- Reception - performing solo/groups</li> </ul> <p><b><u>Topic enhancement:</u></b></p> <ul style="list-style-type: none"> <li>- MPU courses (Early music course)</li> </ul>			

<b>Year 2</b>	<u><b>Our City in the Spotlight</b></u> <i>Coventry &amp; Cheylesmore (the local area)</i>	<u><b>Around the World</b></u>	<u><b>Conquering Land and Sea</b></u> <i>The Golden Age of Piracy</i> <i>Outdoor Learning opportunity for the use of outdoor materials for percussion instruments and to share their final composition</i>
	<u><b>MUSIC DAYS</b></u>		
	<ul style="list-style-type: none"> <li>- listen to, recognise, identify and increasingly understand <i>changes in volume</i> in a piece of music (loud and quiet)</li> <li>- listen to, recognise, identify and increasingly understand <i>changes in pace</i> in a piece of music (fast and slow)</li> <li>- listen to, recognise, identify the <i>feelings and emotions</i> that a piece of music conveys (happy, sad, excited)</li> <li>- know and understand how remain at a steady pace when playing tuned and untuned instruments together</li> <li>- know and understand how to play loudly and quietly</li> <li>- know and understand how to play their instruments to represent different feelings.</li> <li>- Recognise and play basic rhythmic notation</li> </ul>		
<u><b>CHARANGA</b></u>			
<p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To confidently know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul> <p><b>Additional</b></p> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>			

**Previous learning links:**

- **EYFS** - Listening attentively
- **Reception** - performing solo/groups
- **Year 1** - understanding volume, pace & feeling

**Topic enhancement:**

- MPU courses (Early music course)
- Morning of Music/Cultural Cantata

<b>Year 3</b>	<b><u>Meet the Greeks</u></b> <i>Ancient Greeks</i>	<b><u>Great British Bake Off</u></b> <i>Mayas &amp; Aztecs</i>	<b><u>Across the Ages</u></b> <i>Stone Age, Iron Age and Bronze Age</i> <i>Outdoor Learning opportunity for the use of outdoor materials for percussion instruments</i>
	<b><u>MUSIC DAYS</u></b>		
	<ul style="list-style-type: none"> <li>- Know and understand the meaning of the words <b>tempo</b>, <b>dynamics</b> and <b>pitch</b>.</li> <li>- listen to, recognise, identify and increasingly understand <b>dynamics</b>, including <b>changes in dynamics</b>, in a piece of music (loud to quiet, quiet to loud)</li> <li>- listen to, recognise, identify and increasingly understand <b>tempo</b>, including <b>changes in tempo</b>, in a piece of music (fast, medium pace, slow)</li> <li>- listen to, recognise, identify and increasingly understand <b>rhythm</b>, including <b>changes in rhythm</b>, in a piece of music (Steady, syncopated)</li> <li>- Understand and identify <b>changes in pitch</b> within a piece of music.</li> <li>- know and understand how start/stop together and remain at a steady pace when playing tuned and untuned instruments in an ensemble.</li> <li>- Show basic awareness of how to incorporate dynamic changes to their composition</li> <li>- Show basic awareness of how to represent feeling/emotion in their composition</li> </ul>		
<b><u>CHARANGA</u></b>			
<p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them.</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about:</li> <li>• Its lyrics: what the song is about</li> <li>• Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>• Name some of the instruments they heard in the song</li> </ul> <p><b>Singing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul> <p><b>Improvising</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p><b>Composing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul>			

- Different ways of recording compositions (letter names, symbols, audio etc.)

### **Performing**

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

### **Additional**

- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know 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.

### **Previous learning links:**

- **EYFS** - Listening attentively
- **Reception** - performing solo/groups
- **Year 1** - understanding volume, pace & feeling
- **Year 2** - Recognise rhythmic notation

### **Topic enhancement:**

- MPU courses (Early music course)

	<p align="center"><b><u>Chariots of Fire</u></b> <i>Romans</i></p>	<p align="center"><b><u>Waves</u></b> <i>Explorers and Coventry Music</i></p>	<p align="center"><b><u>Invaders</u></b> <i>Vikings</i></p>
	<p align="center"><b><u>MUSIC DAYS</u></b></p> <ul style="list-style-type: none"> <li>- Know and understand the meaning of the words <b>tempo</b>, <b>pitch</b> and <b>beat</b>.</li> <li>- Listen to, recognise and identify the <b>beat</b> of a piece of music, as it relates to a pulse.</li> <li>- Listen to, recognise, identify and increasingly understand <b>tempo</b>, including <b>changes in tempo</b>, and how this relates to the <b>beat</b> or <b>pulse</b> (fast, medium pace, slow)</li> <li>- Understand and identify <b>changes in pitch</b> within a piece of music and which instruments are providing those pitches.</li> <li>- Listen to, recognise, identify and understand the <b>mood</b> of a song (including changes in <b>mood</b>).</li> <li>- Know and understand how to maintain a steady pace when playing tuned and untuned instruments in an ensemble.</li> <li>- Show increasing awareness of how to incorporate dynamic changes to their composition</li> <li>- Show increasing awareness of how to represent feeling/emotion in their composition</li> <li>- Develop their recognition and performing of basic pitched musical notation</li> </ul>		
<p align="center"><b>Year 4</b></p>	<p align="center"><b><u>CHARANGA</u></b></p> <p><b>Listening &amp; Appraising</b> 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:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>• The lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>• Name some of the instruments they heard in the song.</li> </ul> <p><b>Singing</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul> <p><b>Playing</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p><b>Improvising</b> To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>		

### **Composing**

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.)

### **Performing**

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

### **Additional**

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 copy or respond to

### **Previous learning links:**

- **EYFS** - Listening attentively
- **Reception** - performing solo/groups
- **Year 1** - understanding volume, pace & feeling
- **Year 2** - Recognise rhythmic notation
- **Year 3** - Understanding tempo, dynamics & pitch

### **Topic enhancement:**

- MPU courses (Mandatory whole class music lessons on 2 instruments minimum / Choir)
- Morning of Music/Cultural Cantata

	<p align="center"><b><u>Walk like an Egyptian</u></b> <i>Ancient Egyptians</i></p>	<p align="center"><b><u>To Infinity and Beyond</u></b> <i>Moon Landings</i></p>	<p align="center"><b><u>Spirit of Samba</u></b> <i>Inca Empire</i></p>
<p align="center"><b>Year 5</b></p>	<p align="center"><b><u>MUSIC DAYS</u></b></p> <ul style="list-style-type: none"> <li>- Know and understand the meaning of the words <b>tempo</b>, <b>rhythm</b> and <b>dynamics</b> and <b>ostinato</b>.</li> <li>- Listen to, recognise and identify the <b>rhythm</b> of a piece of music, and how it differs in meaning to pulse.</li> <li>- Listen to, recognise, identify and increasingly understand <b>tempo</b>, including <b>changes in tempo</b>, and how this relates to the <b>beat</b> or <b>pulse</b> (fast, medium pace, slow)</li> <li>- Understand and identify that a repeated rhythmic pattern is an <b>ostinato</b>.</li> <li>- Listen to, recognise, identify and understand the <b>mood/feeling</b> of a song (including changes in <b>mood</b>).</li> <li>- When using musical composition software - know and understand how to synchronise both tuned and untuned instruments into a composition.</li> <li>- Show increasing fluency in incorporating dynamic changes to their composition</li> <li>- Show increasing awareness of how to represent feeling/emotion in their composition</li> <li>- Develop their recognition and performing of pitched musical notation (including rests)</li> </ul>		
	<p align="center"><b><u>CHARANGA</u></b></p> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>• To choose two or three other songs and be able to talk about:</li> <li>• Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>• The lyrics: what the songs are about</li> <li>• Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>• Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>• Name some of the instruments they heard in the songs</li> <li>• The historical context of the songs. What else was going on at this time?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about:</li> <li>• Its main features</li> <li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice</li> </ul> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down - e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Improvising</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul>		

- 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

### **Composing**

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

### **Performing**

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

### **Additional**

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

### **Previous learning links:**

- **EYFS** - Listening attentively
- **Reception** - performing solo/groups
- **Year 1** - understanding volume, pace & feeling
- **Year 2** - Recognise rhythmic notation
- **Year 3** - Understanding tempo, dynamics & pitch
- **Year 4** - Understanding beat/pulse

### **Topic enhancement:**

- MPU courses

<b>Year 6</b>	<b><u>Rising from the Rubble</u></b> WW2	<b><u>Frozen</u></b> Titanic & Polar explorers	<b><u>Benin</u></b> Ancient Kingdom of Benin
	<b><u>MUSIC DAYS</u></b>		
	<ul style="list-style-type: none"> <li>- Know and understand the meaning of the words <b>pulse</b>, <b>timbre</b> and <b>texture</b> in a musical context.</li> <li>- Listen to, recognise, identify and increasingly understand the <b>pulse</b> of a piece of music (how that interrelates to the <b>beat</b>)</li> <li>- Understand and identify that the <b>timbre</b> of a piece of music relates to the quality or colour of its sound (soft, rough, round, clear, smooth, etc)</li> <li>- Understand and identify that the <b>texture</b> of a piece of music relates to how the different musical elements (like melody, tempo and harmony) combine together.</li> <li>- When using musical composition software - know and increasingly understand how to synchronise both tuned and untuned instruments into a composition.</li> <li>- Show skill in incorporating different timbral and textural changes to their composition.</li> <li>- Show increasing awareness of how to represent feeling/emotion in their composition</li> <li>- Develop their recognition and performing of pitched musical notation (including rests)</li> </ul>		
<b><u>CHARANGA</u></b>			
<p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>• To know the style of the songs and to name other songs from the Units in those styles.</li> <li>• To choose three or four other songs and be able to talk about:</li> <li>• The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>• The lyrics: what the songs are about</li> <li>• Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>• Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>• Name some of the instruments used in the songs</li> <li>• The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>• Know and talk about that fact that we each have a musical identity</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about:</li> <li>• Its main features</li> <li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice</li> </ul> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down - e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Improvising</b></p> <p>To know and be able to talk about improvisation:</p>			

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

### **Composing**

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

### **Performing**

To know and be able to talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

### **Additional**

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

### **Previous learning links:**

- **EYFS** - Listening attentively
- **Reception** - performing solo/groups
- **Year 1** - understanding volume, pace & feeling
- **Year 2** - Recognise rhythmic notation
- **Year 3** - Understanding tempo, dynamics & pitch
- **Year 4** - Understanding beat/pulse
- **Year 5** - Understanding melody

### **Topic Enhancement:**

- MPU courses