

St Bartholomew's C of E Primary School Music Curriculum Overview



Early Years

	1st Milestone – Baseline	2nd Milestone – Autumn	3rd Milestone - Spring	4th Milestone – Summer
Communication and Language	Children can sing a large repertoire of nursery rhymes.	Children will learn rhymes, poems and songs.	Listen carefully to rhymes and songs, paying attention to how they sound.	
Expressive arts and design	<p>Sing their own songs or improvise a song around one they know.</p> <p>Listen and respond to different types of music.</p> <p>Sing the pitch of a tune sung by another (pitch match.)</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Move appropriately to music at different speeds, eg running, crawling (tempo.)</p> <p>Begin to recognise repetition.</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p> <p>Sing along with nursery rhymes and action songs.</p> <p>Make their voice/ singing loud and quiet.</p> <p>Sing and recognize high and low pitch (high like a mouse , low like a lion.)</p>	<p>Remember and sing entire songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Recognise that sounds are made in a variety of ways.</p> <p>Move in time to a steady beat</p> <p>Taps out a repeated rhythm, (using voice and untuned instruments/ body percussion through copy- back and answer games.</p> <p>Explore performing with different instruments.</p>	<p>Listen attentively, move to and talk about music expressing their feelings and response.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Move in time to the pattern of a song.</p> <p>Tap a beat/ clap in time to a piece of music/ simple song.</p> <p>Sing and play an instrument along with a song.</p> <p>Share their ideas and perform their work to others with adult support.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>

Year 1					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: My Musical Heartbeat.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Exploring Sounds.	Spring 2: Charanga Model Music Curriculum: Learning to Listen.	Summer 1: Charanga Model Music Curriculum: Having Fun with Improvisation.	Summer 2: Charanga Model Music Curriculum: Let's Perform Together.
Vocabulary to be taught in Year 1:					
Actions, audience, band, beat, brass instruments, chorus, clap, compose, composer, concert, copy back, count, count in, dance, fast and slow, glockenspiel, high and low sounds, imagination, improvise, instrument, introduction, listen, loud and quiet sounds, march, melody, musician, note, nursery rhyme, orchestra, outro, percussion, perform, pitch, play, player, pulse, question and answer, rap, rhythm, singer, smooth and spiky sounds, song, songwriter, sound, steady, string instruments, tempo, verse, vocals, voice, warm up, words of the song.					
Skills taught in Year 1:					
<p>Listen and Respond:</p> <p>To move, dance and respond with their bodies in any way they can when listening.</p> <p>To describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>To talk about any instruments they might hear and perhaps identify them.</p> <p>To recognise some band and orchestral instruments.</p> <p>To identify a fast or slow tempo.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>To talk about any other music they have heard that is similar.</p>	<p>Play and Sing:</p> <p>To play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2.</p> <p>To learn to treat instruments carefully and with respect.</p> <p>To rehearse and perform their parts within the context of the unit song.</p> <p>To play together with everybody while keeping in time with a steady beat.</p> <p>To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p> <p>To sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>To sing unit songs from memory.</p> <p>(Perhaps) to have a go at singing a solo.</p> <p>Try to understand the meaning of the song.</p> <p>Try to follow the leader or conductor.</p> <p>To add actions and/or movement to a song.</p>	<p>Improvise and Compose with a song:</p> <p>To explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>To understand that improvisation is about making up your own very simple tunes on the spot.</p> <p>To follow a steady beat and stay 'in time'.</p> <p>To improvise simple vocal patterns using question-and-answer phrases.</p> <p>To understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Begin to understand that composing is like writing a story with music.</p> <p>To explore sounds and create their own melodies.</p> <p>To perform their simple composition/s using two, three, four or five notes.</p> <p>Use simple notation if appropriate:</p> <p>To create a simple melody using crotchets and minims.</p>	<p>Performing:</p> <p>To rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>To add actions and perhaps movement to the song.</p> <p>To perform the song from memory.</p> <p>To follow the leader or conductor.</p> <p>To talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> ● Introduce the performance (any connection to the Social Theme is an added bonus). ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by singing simple songs. ● Begin to play together as a group/band/ensemble. <p>To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.</p>		

Year 2					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Pulse, Rhythm and Pitch.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Inventing a musical Story.	Spring 2: Charanga Model Music Curriculum: Recognising Different Sounds.	Summer 1: Charanga Model Music Curriculum: Exploring Improvisation.	Summer 2: Charanga Model Music Curriculum: Our Big Concert.
<u>Vocabulary to be taught in Year 2:</u>					
<p>Accordion, bass drum, bassoon, brass band, Calypso, canon, choir, Choral music, clarinet, conductor, cornet, dynamics, Hammond organ, euphonium, Film Music, Folk music, French horn, horn section, hymn, improvisation, Kwela, layers of sound, lead singer/vocals, lyrics, major, minor, mouthpiece, oboe, off-beat rhythms, one-man band, opera, penny whistle, performance, performer, piano accompaniment, pianola, piccolo, Ragtime, recorder, records, reeds, Rock 'n' Roll, round, Romantic music, scat singing, side drum (or snare drum), detached sounds, structure and form, musical style, sustain pedal, symphony, tambourine, time signature, timpani, trio, trombone, vibraslap, woodblock, woodwind instruments.</p>					
<u>Skills taught in Year 2:</u>					
<p><u>Listen and Respond:</u></p> <ul style="list-style-type: none"> To find and try to keep a steady beat. To move, dance and respond with their bodies in any way they can. To describe their thoughts and feelings when hearing the music. To describe what they see in their individual imaginations when listening to the piece of music. To talk about why they like or don't like the music. To identify a fast or slow tempo. To identify loud and quiet sounds as an introduction to understanding dynamics. Begin to understand the concept of there being different styles of music. To discuss the style of the music. To discuss together what the song or piece of music might be about. To talk about any other music they have heard that is similar. To walk in time to the beat of a piece of music. To describe differences in tempo and dynamics with more confidence. To recognise some band and orchestral instruments. 	<p><u>Play and Sing:</u></p> <ul style="list-style-type: none"> To sing as part of a choir. To have a go at singing a solo. To demonstrate good singing posture. To sing songs from memory. To sing with more pitching accuracy. To understand and follow the leader or conductor. To sing to try to communicate the meaning of the words. To listen for being 'in time' or 'out of time'. To add actions and perhaps movement to a song. To play a part on a tuned or untuned instrument by ear (either Part 1 or Part 2). To rehearse and perform their parts within the context of the unit song. To treat instruments carefully and with respect. To play together with everybody while keeping in time with a steady beat. To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. 	<p><u>Improvise and Compose with a song:</u></p> <ul style="list-style-type: none"> Begin to create personal musical ideas using the given notes. To follow a steady beat and stay 'in time'. To understand that improvisation is about making up your own very simple tunes on the spot. To perform their simple composition/s using two, three, four or five notes. To start and end their tune/s on note one. Continue to understand that composing is like writing a story with music. To explore and create graphic scores: To create musical sound effects and short sequences of sounds in response to music and video stimuli. To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. To create a story, choosing and playing classroom instruments. To create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims. To use music technology, if available, to capture, change and combine sounds. Use notation, if appropriate: To create a simple melody using crotchets and minims. 	<p><u>Performing:</u></p> <ul style="list-style-type: none"> To rehearse a song and then perform it to an audience, explaining why the song was chosen. To add actions to the song. To show a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. To perform the song from memory. To follow the leader or conductor. To talk about the performance afterwards, saying what they enjoyed and what they think could have been better. 		

Year 3

Year 3 children learn the ukulele, having lessons provided by Leeds Music Education Partnership. As part of the children's musical development, they will be able to continue to play the ukulele in Year 4 in a ukulele club, allowing them to develop their musical skills in the instruments that they have previously learned.

Skills and knowledge covered	Autumn 1: I can sit silently with an instrument. I can hold my instrument the correct way. Learn parts of ukulele.	Autumn 2: I can keep a steady pulse and can play back a simple pattern. - PULSE I can play loudly and quietly - DYNAMICS	Spring 1: I can recognise happy/sad (major/ minor chords.) I can describe music and express my feelings about the mood of the music.	Spring 2: I can read crotchets, crochet rests and quaver rhythms. -RHYTHM I can choose and order sounds.	Summer 1: I can perform by ear and by using forms of notation (tablature.)	Summer 2: I can perform as part of a team.
ArtForms Awards criteria	We can hold our instruments correctly. We take care of our instruments. We can choose a good place on the strings for our fingers. We have good posture.	We can keep the pulse going while someone else plays the tune. We can sing and play at the same time.	We can improvise our own rhythms. We understand moving our fingers on and off alters the pitch of the sound we make.	We can control the quality of the sound we make. We can read and play notes of different lengths.	We can perform a tune with our friends in class. We can name and play some open string notes. We can change from one string to another. We can hear the difference between high and low pitches- PITCH	We can perform to an audience.
Activities	Introduction to C, F and Am chords. <i>Yellow Submarine</i> <i>Freres Jacques</i> <i>(play ukulele)</i> <i>Creating own copycats rhythms</i> <i>Finding the beat/ pulse- SWITCH</i>	Introduction to G chord. <i>Drunken Sailor</i> <i>(What shall we do?)</i> <i>Detective Game</i> <i>Jingle Bells</i> <i>I'm the Pulse</i>	Introduction to Dm chord. <i>H-e-l-l-o</i> <i>Uptown Funk</i> <i>Shape of You</i>	Rhythm flash cards. Strum rhythms using C, F, Am, Dm and G chords. Write own rhythms.	Tablature on one string. <i>Merrily</i> <i>Hot Cross Buns</i> <i>Twinkle Twinkle</i>	Creating performances. Practicing pieces for a performance to an audience.

Year 4					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Musical Structures.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Compose with you Friends.	Spring 2: Charanga Model Music Curriculum: Feelings Through Music.	Summer 1: Charanga Model Music Curriculum: Expression and Improvisation.	Summer 2: Charanga Model Music Curriculum: The Show Must Go On.
<u>Vocabulary to be taught in Year 4:</u>					
Acoustic guitar, alto clef, bass clef, by ear, choreography, Contemporary R&B, crescendo digital/electronic sounds, diminuendo, dotted quaver, Electronic Dance Music (EDM), fortissimo, Medieval music, mezzo forte, mezzo piano, pianissimo, timbre tonality, treble clef, turntables, unison, 20th and 21st Century Orchestral music, Appalachian music, articulation, backing track, Ballad, bar, barline, Baroque music, Blues, clef, crotchet, Disco, dotted crotchet, expression, Film & TV Soundtracks, forte hook, intro, key signature, legato, major, minim, minor, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (Italian musical term for 'quiet/soft'), quaver, repeats, rests, rhythm patterns, riff, semibreve, semiquaver, scale, Sea Shanty, staccato stave, texture time signature, tune.					
<u>Skills taught in Year 4:</u>					
<u>Listen and Respond:</u> To talk about the words of a song. To think about why the song or piece of music was written. To find and demonstrate the steady beat. To identify 2/4, 3/4, and 4/4 metre. To identify the tempo as fast, slow or steady. To recognise the style of music they are listening to. To recognise different styles and any important musical features that distinguish the style. To discuss the structures of songs. To explain what a main theme is and identify when it is repeated. To identify: <ul style="list-style-type: none"> ●Call and response ●A solo vocal or instrumental line and the rest of the ensemble ●A change in texture ●Articulation of certain words ●Programme Music. To understand what a musical introduction is and its purpose. To recall (by ear) memorable phrases heard in the music. To identify major and minor tonalities. To recognise the sound and notes of the pentatonic scale, by ear and from notation. To describe legato and staccato.	<u>Play and Sing:</u> To rehearse and learn songs from memory and/or with notation. To sing in different time signatures: 2/4, 3/4 and 4/4. To sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture. To demonstrate vowel sounds, blended sounds and consonants. To sing 'on pitch' and 'in time'. To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to staccato and legato. To talk about the different styles of singing used for different styles of song. To talk about how the songs and their styles connect to the world. To rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major. To play the right notes with secure rhythms. To rehearse and perform their parts within the context of the unit song. To play together with everybody while keeping the beat. To listen to and follow musical instructions from a leader. To treat instruments carefully and with respect.	<u>Improvise and Compose with a song:</u> To explore improvisation within a major scale, using more notes. To improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. To improvise over a simple chord progression/groove. To compose over a simple chord progression. To compose over a groove. To use music technology, if available, to capture, change and combine sounds. To start to use simple structures within compositions, eg introduction, verse, chorus or AB form. To use simple dynamics. To create a tempo instruction. To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. To create a melody using crotchets, minims, quavers and their rests. To use a pentatonic scale. Begin to understand the structure of the composition. To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	<u>Performing:</u> To rehearse and enjoy the opportunity to share what has been learnt in the lessons. To perform, with confidence, a song from memory or using notation. To play and perform melodies following staff notation, using a small range of notes, as a whole class or in small groups. To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. To explain why the song was chosen, including its composer and the historical and cultural context of the song. To communicate the meaning of the words and articulate them clearly. To reflect on the performance and how well it suited the occasion. To discuss and respond to any feedback; to consider how future performances might be different.		

	To play their instruments with good posture and technique.	To include the home note to provide a sense of an ending; coming home. To perform their simple composition/s using their own choice of notes.	
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Year 5					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Melody and Harmony in Music.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Composing and Chords.	Spring 2: Charanga Model Music Curriculum: Enjoying Musical Styles.	Summer 1: Charanga Model Music Curriculum: Freedom to Improvise.	Summer 2: Charanga Model Music Curriculum: Battle of the Bands.
Vocabulary to be taught in Year 5:					
Amplifier, backbeat, loops, brass section, bridge, chords, contemporary Jazz, cover, deck, dotted minim, harmony, interlude, minimalism, note names, note values, scratching, South African Pop, strings, syncopation, tag ending, triplet quaver, tune/head.					
Skills taught in Year 5:					
<p>Listen and Respond:</p> <p>To talk about feelings created by the music. To justify a personal opinion with reference to musical elements. To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre. To identify the musical style of a song or piece of music. To identify instruments by ear and through a range of media. To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. To explain a bridge passage and its position in a song. To recall (by ear) memorable phrases heard in the music. To identify major and minor tonalities. To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. To explain the role of a main theme in a musical structure. To understand what a musical introduction is and its purpose. To explain rapping.</p>	<p>Play and Sing:</p> <p>To rehearse and learn songs from memory and/or with notation. To sing in 2/4, 3/4, 4/4 and 6/8 time. To sing in unison and in parts, and as part of a smaller group. To sing 'on pitch' and 'in time'. To sing a second part in a song. To self-correct if lost or out of time. To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to dynamics and articulation. To develop confidence as a soloist. To talk about the different styles of singing used for different styles of song. To talk confidently about how connected they feel to the music and how it connects to the world. To respond to a leader or conductor. To rehearse and learn to play a simple melodic instrumental part, by ear and/or from notation. To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. To play a part on a tuned instrument (by ear or from notation):</p>	<p>Improvise and Compose with a song:</p> <p>To explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A To improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). To follow a steady beat and stay 'in time'. To become more skilled in improvising, perhaps trying more notes and rhythms. To become more skilled in improvising, perhaps trying to use melodic jumps that get higher and lower. To explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. To include rests or silent beats. To use some loud and quiet dynamics. To think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. To include smooth (legato) and detached (staccato) articulation when playing notes.</p>	<p>Performing:</p> <p>To create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. (Perhaps) to perform in smaller groups, as well as the whole class. To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. To perform from memory or with notation, with confidence and accuracy. To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. To explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. To record the performance and compare it to a previous performance; to explain how well the performance communicated the mood of each piece. To discuss and talk musically about the strengths and weaknesses of a performance. To collect feedback from the audience and reflect on how future performances might be different.</p>		

	<ul style="list-style-type: none"> ● Playing the right notes with secure rhythms. ● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Beginning to understand how to rehearse a piece of music in order to improve. 	<p>To create music in response to music and video stimuli.</p> <p>To use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>To use chords to compose music that evokes a specific atmosphere, mood or environment.</p> <p>To use simple dynamics.</p> <p>To use rhythmic variety.</p> <p>To compose song accompaniments, perhaps using basic chords.</p> <p>To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>To use full scales in different keys.</p> <p>To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>To perform simple, chordal accompaniments.</p> <p>To create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>To use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>To understand the structure of the composition.</p> <p>To explain the composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>To include a home note to provide a sense of an ending; coming home.</p> <p>To perform their simple composition/s using their own choice of notes.</p> <p>To successfully create a melody in keeping with the style of the backing track.</p> <p>To create their composition/s with an awareness of the basic/simple chords in the backing track.</p>	
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Year 6							
Autumn		Spring		Summer			
Autumn 1: Charanga Model Music Curriculum: Music and Technology.	Autumn 2: Charanga Model Music Curriculum: Developing Ensemble Skills.	Spring 1: Charanga Model Music Curriculum: Creative Composition.	Spring 2: Charanga Model Music Curriculum: Music Styles Connect Us.	Summer 1: Charanga Model Music Curriculum: Improvising with Confidence.	Summer 2: Charanga Model Music Curriculum: Farewell Tour.		
Vocabulary to be taught in Year 6:							
Dimensions of Music, Elements of Music/Musical Elements, Motown, phrases, producer, Salsa music, Style Indicators, triplet crotchet, Zimbabwean Pop.							
Skills taught in Year 5:							
<p>Listen and Respond:</p> <p>To talk about feelings created by the music.</p> <p>To justify a personal opinion with reference to the musical elements.</p> <p>To identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>To identify the musical style of a song, using some musical vocabulary to discuss its musical elements.</p> <p>To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.</p> <p>To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>To explain a bridge passage and its position in a song.</p> <p>To recall (by ear) memorable phrases heard in the music.</p> <p>To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.</p> <p>To explain the role of a main theme in a musical structure.</p> <p>To understand what a musical introduction and outro are, and their purposes.</p> <p>To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.</p> <p>To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip</p>		<p>Play and Sing:</p> <p>To rehearse and learn songs from memory and/or with notation.</p> <p>To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate.</p> <p>To sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>To sing with and without an accompaniment.</p> <p>To sing syncopated melodic patterns.</p> <p>To demonstrate and maintain good posture and breath control whilst singing.</p> <p>To lead a singing rehearsal.</p> <p>To talk about the different styles of singing used in the different songs sung throughout this year.</p> <p>To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.</p> <p>To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E_b major, D minor and F minor.</p> <p>To play a melody, following staff notation written on one staff and using notes within an octave range (do-do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>		<p>Improvise and Compose with a song:</p> <p>To explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B_b, C, D G, A, B, C, D F, G, A, C, D</p> <p>To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>To follow a steady beat and stay 'in time'.</p> <p>To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats.</p> <p>To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>To challenge themselves to play for longer periods, both as a soloist and in response to others in a group.</p> <p>To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest. To play this melody on available tuned percussion and/or orchestral instruments.</p> <p>To notate this melody.</p> <p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>To create a simple chord progression.</p> <p>To compose a ternary (ABA form) piece; to use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>		<p>Performing:</p> <p>To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience.</p> <p>To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience.</p> <p>To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts.</p> <p>To perform from memory or with notation.</p> <p>To understand the value of choreographing any aspect of a performance.</p> <p>To understand the importance of a performing space and how to use it.</p> <p>A student or a group of students to rehearse and lead parts of the performance.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To collect feedback from the audience and reflect on how the audience believed in the performance.</p> <p>To discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>	

<p>Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.</p>	<p>To play a part on a tuned instrument, by ear or from notation:</p> <ul style="list-style-type: none"> ● Playing the right notes with secure rhythms. ● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Understanding how to rehearse a piece of music in order to improve. ● Playing a more complex part. 	<p>To use music technology, if available, to capture, change and combine sounds.</p> <p>To create music in response to music and video stimuli.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>To use rhythmic variety.</p> <p>To compose song accompaniments, perhaps using basic chords.</p> <p>To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>To use full scales in different keys.</p> <p>To create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests.</p> <p>To use a pentatonic and a full scale as well as major and minor tonalities.</p> <p>To understand the structure of the composition.</p> <p>To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>To include a home note, providing a sense of an ending; coming home.</p> <p>To perform their simple composition/s using their own choice of notes.</p> <p>To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created.</p> <p>To create their composition/s with an awareness of the basic/simple chords in the backing track.</p>	
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