

## Whole-School Curriculum Subject Plan

Music

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
YEAR 1	Hey you!	Rhythm in	In The	Round	Your	Reflect, Rewind		
		the way we	Groove	and	Imagination	and Replay		
		walk and		Round				
		Banana Rap						
Component	To know 5 songs off by h	heart.						
-	To know what the songs are about.							
Knowledge	To know and recognise t			ments they use.				
and Skills	To know that music has To know that we can cre	••		urite food colours	and animals			
	To confidently sing or ra	•						
	Learn about voices, singi							
	Learn that they can mak	-		•	say words in rhythm.			
	Learn to start and stop s							
	Learn the names of the r		•	ory or when writte	n down.			
	Learn the names of the i		olaying.					
	Treat instruments carefu	• •	they perform					
	Play a tuned instrumental part with the song they perform.							
	Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).							
	Listen to and follow musical instructions from a leader.							
	Improvisation is about making up your own tunes on the spot.							
	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to							
		ses, they make up the	ir own tune that has	never been heard	before. It is not written d	own and belongs to		
	them.		ir own tune that has	never been heard	before. It is not written d	own and belongs to		
	them. Composing is like writing		ir own tune that has	never been heard	before. It is not written d	own and belongs to		
	them. Composing is like writing Everyone can compose.	g a story with music.		never been heard	before. It is not written d	own and belongs to		
	them. Composing is like writing Everyone can compose. Help to create a simple r	g a story with music. melody using one, two	o or three notes.			own and belongs to		
	them. Composing is like writing Everyone can compose.	g a story with music. nelody using one, two he composition can b	o or three notes. be written down and a	changed if necessa		own and belongs to		
YEAR 2	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t	g a story with music. nelody using one, two he composition can b	o or three notes. be written down and a	changed if necessa		own and belongs to Reflect, Rewind		
YEAR 2	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing Hands, Feet,	g a story with music. melody using one, two the composition can b g music with other peo	o or three notes. be written down and o ople, called an audier I Wanna Play	changed if necessa nce.	ry	Reflect, Rewind		
	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing Hands, Feet, Heart	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b>	o or three notes. be written down and ople, called an audier	changed if necessa nce.	ry			
Component	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing Hands, Feet,	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart.	o or three notes. be written down and o ople, called an audier I Wanna Play In A Band	changed if necessa nce.	ry	Reflect, Rewind		
	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off b	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart. ve a chorus or a respo	o or three notes. be written down and o ople, called an audier I Wanna Play In A Band	changed if necessa nce.	ry	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> Heart To know five songs off b To know some songs have To know that songs have	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo a musical style. njoy moving to music	o or three notes. be written down and o ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching	changed if necessa nce. <b>Zootime</b>	ry Friendship Song	Reflect, Rewind		
Component	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> Heart To know five songs off by To know some songs hav To know that songs have To learn how they can en To learn how songs can the	g a story with music. melody using one, two the composition can b g music with other per <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe	o or three notes. be written down and o ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea.	changed if necessa nce. <b>Zootime</b>	ry Friendship Song	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> Heart To know five songs off b To know some songs have To know that songs have To learn how they can en To learn how songs can t	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a b	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat.	changed if necessance. <b>Zootime</b> g, being animals or	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off by To know some songs hav To know that songs have To learn how they can en To learn how songs can t To know that music has To know that we can created	g a story with music. melody using one, two the composition can b g music with other per <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a l eate rhythms from wo	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat.	changed if necessance. <b>Zootime</b> g, being animals or	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off b To know some songs have To know that songs have To learn how they can en To learn how songs can t To know that music has To know that we can created Rhythms are different fro	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a l eate rhythms from wo om the steady pulse.	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor	changed if necessance. Zootime g, being animals or urite food, colours	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off b To know some songs hav To know that songs have To learn how they can er To learn how songs can t To know that music has To know that we can created Rhythms are different free	g a story with music. melody using one, two the composition can b g music with other per <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a b tate rhythms from wo om the steady pulse. unds, pitch, when we	o or three notes. be written down and o ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor sing and play our ins	changed if necessance. Zootime g, being animals or urite food, colours	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off b To know some songs hav To know that songs have To learn how they can en To learn how they can en To learn how songs can t To know that music has To know that we can cree Rhythms are different free We add high and low son	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a l eate rhythms from wo om the steady pulse. unds, pitch, when we d sing five songs from	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor sing and play our inst memory.	changed if necessance. Zootime g, being animals or urite food, colours	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> Heart To know five songs off b To know five songs off b To know some songs have To know that songs have To learn how they can en To learn how songs can t To know that music has To know that music has To know that we can cree Rhythms are different free We add high and low son To confidently know and To know that unison is e	g a story with music. melody using one, two the composition can b g music with other peo Ho, Ho, Ho Ho, Ho, Ho y heart. ve a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a l eate rhythms from wo om the steady pulse. unds, pitch, when we d sing five songs from veryone singing at the	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor sing and play our inse memory. e same time.	changed if necessance. Zootime g, being animals or urite food, colours truments.	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off b To know some songs hav To know that songs have To learn how they can en To learn how they can en To learn how songs can t To know that music has To know that we can cree Rhythms are different free We add high and low son	g a story with music. melody using one, two the composition can b g music with other per <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a l eate rhythms from wo om the steady pulse. unds, pitch, when we d sing five songs from veryone singing at the so of using the voice e.	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor sing and play our inse memory. e same time. g. rapping (spoken w	changed if necessance. Zootime g, being animals or urite food, colours truments.	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off by To know some songs hav To know that songs have To learn how they can en To learn how they can en To learn how songs can t To know that music has To know that we can cree Rhythms are different free We add high and low son To know that unison is en Songs include other way	g a story with music. melody using one, two the composition can b g music with other peo <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a l eate rhythms from wo om the steady pulse. unds, pitch, when we d sing five songs from veryone singing at the s of using the voice e. o warm up our voices.	o or three notes. be written down and ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor sing and play our inse memory. e same time. g. rapping (spoken w	changed if necessance. Zootime g, being animals or urite food, colours truments.	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind		
Component knowledge	them. Composing is like writing Everyone can compose. Help to create a simple r Learn how the notes of t A performance is sharing <b>Hands, Feet,</b> <b>Heart</b> To know five songs off by To know some songs hav To know that songs hav To learn how they can er To learn how they can er To learn how songs can t To know that music has To know that we can cre Rhythms are different fro We add high and low sou To confidently know and To know that unison is e Songs include other way To know why we need to Learn about voices singin	g a story with music. melody using one, two the composition can be g music with other peo <b>Ho, Ho, Ho</b> y heart. ye a chorus or a respo e a musical style. njoy moving to music tell a story or describe a steady pulse, like a be eate rhythms from wo om the steady pulse. unds, pitch, when we d sing five songs from veryone singing at the so of using the voice e. o warm up our voices. ng notes of different p e different types of so	o or three notes. be written down and o ople, called an audier <b>I Wanna Play</b> <b>In A Band</b> onse/answer part. by dancing, marching e an idea. heartbeat. rds, our names, favor sing and play our inse memory. e same time. g. rapping (spoken w bitches (high and low	changed if necessance. Zootime g, being animals or urite food, colours truments. rord).	ry <b>Friendship Song</b> pop stars.	Reflect, Rewind and Replay		

Learn to start and stop singing when following a leader

Learn the names of the notes in their instrumental part from memory or when written down.

Know the names of untuned percussion instruments played in class.

Treat instruments carefully and with respect.

Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).

Play the part in time with the steady pulse.

Listen to and follow musical instructions from a leader.

Improvisation is making up your own tunes on the spot.

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

Everyone can improvise, and you can use one or two notes.

Composing is like writing a story with music.

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.

	A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.														
									YEAR 3	Let Your Spirit Fly	Glockenspiel	Three Little	The Dragon	Bringing Us	Reflect, Rewin
											Stage 1	Birds	Song	Together	and Replay
Component	To know five songs from	•	ang them or wrote the	em.	_										
knowledge	To know the style of the	-	L.												
-	To choose one song and l	vhat the song is about													
and skills	-	-		where they are used (	texture dynamics ter	npo, rhythm and pitch)									
	-		he song (introduction	-	texture, dynamics, ter	npo, mythin and pitch									
	-		s they heard in the sc												
	To confidently identify an														
	To think about what the	•													
		•													
	To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.														
	Know how to find and de	monstrate the pulse	2.												
	Know the difference betw	veen pulse and rhytl	hm.												
	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.														
	To know and be able to talk about:														
	Singing in a group can be called a choir														
	Leader or conductor: A person who the choir or group follow														
	Songs can make you feel different things e.g. happy, energetic or sad														
	Singing as part of an ensemble or large group is fun, but that you must listen to each other														
	To know why you must warm up your voice														
	To sing in unison and in simple two-parts.														
	To demonstrate a good singing posture.														
	To follow a leader when singing.														
	To enjoy exploring singing solo. To sing with awareness of being 'in tune'.														
	To have an awareness of the pulse internally when singing.														
	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)														
	To treat instruments carefully and with respect.														
	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the son														
	from memory or using notation.														
	To rehearse and perform their part within the context of the Unit song.														
	To listen to and follow musical instructions from a leader.														
	To know and be able to talk about improvisation														
	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.)														
	Help create at least one simple melody using one, three or five different notes.														
	Plan and create a section of music that can be performed within the context of the unit song.														
	Talk about how it was created.														
	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial														
	notation).	ու առչ անչ նիրլ օրին	ate that recognises th												
	Performing is sharing mu	sic with other neon	e, an audience												
	A performance doesn't ha			n or to each other											
	You need to know and ha		•												
	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

To choose what to perform and create a programme.

To communicate the meaning of the words and clearly articulate them.

To talk about the best place to be when performing and how to stand or sit.

To record the performance and say how they were feeling, what they were pleased with what they would change and why.

					<b>D</b> laud la tail			
YEAR 4	Mamma Mia!	Glockenspiel	Stop!	Lean On Me	Blackbird	Reflect, Rewind		
		Stage 1				and Replay		
Component	To know five songs from	memory and who san	ng them or wrote the	em. To know the style	e of the five songs. To o	choose one song and be		
	able to talk about:							
knowledge	Some of the style indicators of that song (musical characteristics that give the song its style).							
and skills	The lyrics: what the song is about.							
	Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).							
	Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.							
	To confidently identify ar	•	ne song.					
	To talk about the musical		together in the Unit	songs eg if the song	gets louder in the choi	rus (dynamics)		
	Talk about the music and	-	-	301163 66 11 6116 30116		as (aynannes).		
	Listen carefully and respe			the music.				
	When you talk try to use							
	Know and be able to talk		ythm and pitch wor	k together				
	Pulse: Finding the pulse -	•	• •	-				
	Rhythm: the long and short patterns over the pulse							
	Know the difference betw	veen pulse and rhythr	m					
	Pitch: High and low sound	ds that create melodie	es					
	How to keep the internal	•						
	Musical Leadership: creat	-	the group to copy o	r respond to				
	To know and be able to t							
	Singing in a group can be		6 H					
	Leader or conductor: A p			a d				
	Songs can make you feel				hor			
	Singing as part of an ense Texture: How a solo singe				ner			
	To know why you must w		ture than a large gr	oup				
	To sing in unison and in s							
	To demonstrate a good s							
	To follow a leader when s							
	To enjoy exploring singin							
	To sing with awareness o	f being 'in tune'.						
	To rejoin the song if lost.							
	To listen to the group when singing.							
		o know and be able to talk about:						
	The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the son							
	from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song							
	To experience leading the playing by making sure everyone plays in the playing section of the song. To know and be able to talk about improvisation: To know that you can use some of the riffs you have heard in the Challenges in your							
	improvisations							
	To know and be able to t	alk about:						
	A composition: music that	it is created by you an	nd kept in some way	. It's like writing a sto	ory. It can be played or	performed again to your		
	friends.			-	. ,			
	Different ways of recordi	ng compositions (lette	er names, symbols,	audio etc.)				
	Help create at least one	simple melody using a	one, three or all five	different notes.				
	Plan and create a section		performed within the	ne context of the unit	song.			
	Talk about how it was cre							
	Listen to and reflect upor Record the composition i		•					

notation).

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

- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.

To record the performance and say how they were feeling, what they were pleased with what they would change and why.

YEAR 5	Livin' On A	Classroom	Make You	The Fresh	Dancing in the	Reflect, Rewind		
	Prayer	Jazz 1	Feel My Love	Prince of Bel	Street	and Replay		
	,		,,	Air		,		
Component	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?							
knowledge	To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that							
-	give the songs their style)	-		Sine of the style indi	cators of the songs (mus			
and skills	<ul> <li>The lyrics: what th</li> </ul>							
		-	e songs and where the	hey are used (texture	e, dynamics, tempo, rhyt	thm and pitch) O		
			s (intro, verse, chorus					
	Name some of the	e instruments they h	eard in the songs					
	The historical context of t	-	was going on at this	time?				
	To identify and move to t	•						
	To think about the messa							
	To compare two songs in	•	-	•	ch of them, their similar	ities and differences.		
	Listen carefully and respe When you talk try to use		ble's thoughts about	the music.				
	To talk about the musical		together in the Unit	songs				
	Talk about the music and	-	-	. songs.				
	Know and be able to talk	•						
	How pulse, rhythm, pitch		exture and structure	work together and I	now they connect in a so	ong		
	How to keep the internal			0	,	0		
	Musical Leadership: creat	ing musical ideas for	r the group to copy o	r respond to				
	To know and confidently		heir parts from mem	ory, and to sing ther	n with a strong internal	pulse.		
	To choose a song and be							
	Its main features O Singin			vocals or rapping				
	To know what the song is		•					
	To know and explain the i To sing in unison and to s	•	ing up your voice					
	To enjoy exploring singing		e group when singin	σ				
	To demonstrate a good si		ic group when singing	Б.				
	To follow a leader when s							
	To experience rapping an							
	To listen to each other an		ou fit into the group					
	To sing with awareness of	•						
	To know and be able to ta							
	Different ways of writing	-						
	The notes C, D, E, F, G, A,							
				rchestra or by their friends				
	•		•	e within the context of the Unit song. heir musical challenge, using one of the differentiated parts – a one-note,				
	or medium part or the me	•			of the unerentiated par	ts – a one-note, simple		
	To rehearse and perform							
	To listen to and follow mu							
	To lead a rehearsal sessio	n.						
	To know and be able to talk about improvisation: To know three well-known improvising musicians							
	To know and be able to ta			reated by you and ke	ept in some way. It's like	writing a story. It can		
	be played or performed a	-						
	A composition has pulse,	•	-	l are shaped by temp	oo, dynamics, texture an	d structure		
	Notation: recognise the c		•					
	Create simple melodies u				musically with the style of	of the Unit song.		
	Explain the keynote or ho		•		withow the malady acres	agets with the same		
	Listen to and reflect upon Record the composition in		•		-	-		
	notation).	ու առչ ազգ զբբւ օբլն			en sound and symbol (e.	5. 5. aprile, pictorial		
	To know and he able to to	lk about Porformia	a is charing music with	th other people and	udionco			

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 To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

YEAR 6	Нарру	Classroom	A New Year	You've Got A	Music	Reflect, Rewind			
		Jazz 2	Carol	Friend	and Me	and Replay			
Component	To know five songs from memory, who sang or wrote them, when they were written and why?								
Component	To know the style of the songs and to name other songs from the Units in those styles.								
knowledge	To choose three or four o	other songs and be at	ole to talk about: O T	he style indicators of t	he songs (musical ch	naracteristics that give the			
and skills	songs their style)								
	The lyrics: what the song								
	Any musical dimensions f	-		used (texture, dynami	cs, tempo, rhythm,	pitch and timbre)			
	Identify the structure of t								
	Name some of the instru The historical context of t		•	time musically and hi	storically? O Know a	and talk about that fact			
	that we each have a musi	-	was going on at this	time, musically and m	storically: O Know a	ind talk about that fact			
	To identify and move to t	•							
	To think about the messa	•							
	To compare two songs in		ng about what stand	s out musically in each	of them, their simil	arities and differences.			
	Listen carefully and respe	•	-	•					
	Use musical words when	talking about the sor	ngs.						
	To talk about the musical	-	-	-					
	Talk about the music and	•	-						
	Know and be able to talk	about: How pulse, rh	nythm, pitch, tempo	dynamics, texture and	d structure work tog	ether to create a song or			
	music								
	How to keep the internal Musical Leadership: creat	•	the group to copy of	ar respond to					
	To know and confidently	-		•	with a strong intern	al nulse			
	To know about the style of		•		-				
	To choose a song and be	• •							
	Its main features O Singin		, lead vocal, backing	vocals or rapping					
	To know what the song is	about and the mear	ning of the lyrics						
	To know and explain the	importance of warm	ing up your voice						
	To sing in unison and to s								
	To demonstrate a good si								
	To follow a leader when s								
		To experience rapping and solo singing.							
	To listen to each other and be aware of how you fit into the group.								
	To sing with awareness of being 'in tune'. To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols								
	The notes C, D, E, F, G, A, B + C on the treble stave								
	The instruments they might play or be played in a band or orchestra or by their friends								
	Play a musical instrument with the correct technique within the context of the Unit song.								
	Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple								
	or medium part or the melody of the song from memory or using notation.								
	To rehearse and perform their part within the context of the Unit song.								
	To listen to and follow musical instructions from a leader.								
	To lead a rehearsal session.								
	To know and be able to talk about improvisation: To know three well-known improvising musicians								
	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.								
	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								
	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								
	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.								
		Explain the keynote or home note and the structure of the melody.							
	Listen to and reflect upor	n the developing com	position and make i	nusical decisions abou	t how the melody co	onnects with the song.			
	Record the composition i	n any way appropria <sup>.</sup>	te that recognises th	e connection between	sound and symbol	(e.g. graphic/pictorial			
	notation).								
	To know and he able to to	alk about Darformin	a ic charing mucie wi	th an audiance with he	liof				

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 To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"