

# Subject Overview – Music

**INTENT:** At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our Music curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our Music curriculum, we aim for children to:

- Participate and co-operate within a group;
- Develop an awareness of rhythm, pitch, dynamics, timbre, tempo, structure and melody;
- Learn to listen attentively to music with an increasingly critical ear;
- Experience a wide variety of musical styles and cultures;
- Gain confidence that encourages participation in musical performance for a variety of purposes and audiences;
- Develop an appreciation that music can enhance and develop their learning across the curriculum.

Our Music curriculum has been tailored to our school's individual context. For example, owing to the fact that we are a Church of England school, Music is used during collective worship as one way to respond spiritually and put thoughts and emotions into words.

## **IMPLEMENTATION:**

Music is generally taught weekly in 'blocks' over the course of a half term. We believe that this allows for greater depth of study, and increased opportunities to build schemata. The Charanga scheme of work and lesson plans give week-by-week support and are comprised of six themed units for each year group. Interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - Warm-up Games
  - Singing
  - Playing instruments
  - Improvisation
  - Composition
3. Performing

Additional opportunities are given in school to develop our pupils' love of music. These include listening to a different piece of music each week to gain an understanding of different styles and cultures, performance opportunities for all year groups and musical concerts where children can play an instrument that they have been learning. We also run a school choir and offer one to one music lessons. The Essex Music Education Hub provide opportunities for live music experiences which encourage children to learn about different instruments and allows them to have a go at playing them.

	STRANDS	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<b>Listen and Appraise</b> (5 songs)	<ul style="list-style-type: none"> <li>- Singing 5 songs from memory</li> <li>- Meaning of songs</li> <li>- Recognising the sound and names of some instruments</li> </ul>	Show how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<b>Singers</b> <b>Choir</b> <b>Melody</b> <b>Rhythm</b> <b>Instrument</b> <b>Folk</b> <b>Blues</b> <b>Baroque</b> <b>Latin</b> <b>Irish</b>
	<b>Games</b>	<ul style="list-style-type: none"> <li>- Music has a steady pulse, like a heartbeat</li> <li>- Rhythms can be created from words</li> </ul>	Find the pulse. Copy back short rhythmic phrases. Listen and sing back.	<b>Rhythm</b> <b>Pulse</b> <b>Phrase</b> <b>Copy</b> <b>Repeat</b> <b>Listen</b>
	<b>Singing</b>	<ul style="list-style-type: none"> <li>- Singing notes of different pitches (high and low).</li> <li>- Making different types of sounds with your voice</li> </ul>	Recall five songs from memory and sing or rap them in unison. Start and stop singing when following a leader.	<b>Pitch</b> <b>High</b> <b>Low</b> <b>Audience</b> <b>Rhythm</b> <b>Rap</b> <b>Unison</b> <b>Perform</b>
	<b>Playing</b>	<ul style="list-style-type: none"> <li>- Names of the notes</li> <li>- Names of instruments played</li> </ul>	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Listen to and follow musical instructions from a leader.	<b>Keyboard</b> <b>Xylophone</b> <b>Percussion</b> <b>Castanet</b> <b>Triangle</b> <b>Tambourine</b> <b>Cymbal</b> <b>Maraca</b> <b>Claves</b> <b>Rhythm</b> <b>Pulse</b> <b>Tune</b>
	<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- Improvisation is about making up your own tunes on the spot</li> <li>- It is not written down and belongs to you</li> </ul>	Clap, sing, play and Improvise.	<b>Improvise</b> <b>Compose</b> <b>Imagination</b> <b>Original</b> <b>Original</b> <b>Play</b> <b>Tune</b>
	<b>Composition</b>	<ul style="list-style-type: none"> <li>- Composing is like writing a story with music</li> </ul>	Help to create a simple melody using one, two or three notes. Show how the notes of the composition can be written down and changed if necessary.	<b>Compose</b> <b>Imagination</b> <b>Original</b> <b>Melody</b> <b>Notes</b> <b>Tune</b>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>- A performance is sharing music with other people, called an audience</li> </ul>	Choose a song they have learnt and perform it. Add own ideas. Record the performance and say how they were feeling about it.	<b>Perform</b> <b>Audience</b> <b>Share</b> <b>Celebrate</b> <b>Reflect</b> <b>Evaluate</b> <b>Improve</b>
Year 2	<b>Listen and Appraise</b> (5 songs)	<ul style="list-style-type: none"> <li>- Singing 5 songs from memory</li> <li>- Songs have a chorus or a response/answer part</li> <li>- Songs have a musical style</li> </ul>	Show how they can enjoy moving to music. Explain how songs can tell a story or describe an idea.	<b>Question</b> <b>Answer</b> <b>Call</b> <b>Response</b> <b>Chorus</b> <b>Melody</b> <b>Rap</b> <b>Reggae</b> <b>Style</b> <b>Musical</b>
	<b>Games</b>	<ul style="list-style-type: none"> <li>- Music has a steady pulse, like a heartbeat</li> <li>- Rhythms can be created from words</li> <li>- Rhythm is different from pulse</li> <li>- Pitch can be added when singing or playing instruments</li> </ul>	Find the pulse. Listen to a rhythm and clap back. Create rhythms for others to copy. Listen and sing back.	<b>Pulse</b> <b>Heartbeat</b> <b>Tempo</b> <b>Dynamics</b> <b>Rhythm</b> <b>Beat</b> <b>Steady</b> <b>Phrase</b>

	<b>Singing</b>	<ul style="list-style-type: none"> <li>- Singing five songs from memory</li> <li>- 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>- Importance of warm-ups</li> </ul>	<p>Show how voices can sing notes of different pitches.</p> <p>Show how to make different types of sounds.</p> <p>Start and stop singing when following a leader.</p>	<b>Question</b> <b>Answer</b> <b>Call</b> <b>Response</b> <b>Chorus</b>	<b>Melody</b> <b>Rap</b> <b>Reggae</b> <b>Pitch</b> <b>Warm-up</b>
	<b>Playing</b>	<ul style="list-style-type: none"> <li>- Names of notes from memory or when written down</li> <li>- Names of untuned percussion instruments played in class</li> </ul>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<b>Keyboard</b> <b>Drum</b> <b>Bass</b> <b>Electric</b> <b>Saxophone</b>	<b>Trumpet</b> <b>Guitar</b> <b>Tuned</b> <b>Untuned</b> <b>Pulse</b>
	<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- Everyone can improvise, and you can use one or two notes</li> </ul>	<p>Listen and clap back, then listen and clap your own answer.</p> <p>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p>	<b>Improvise</b> <b>Compose</b> <b>Imagination</b>	<b>Original</b> <b>Note</b> <b>Musical</b>
	<b>Composition</b>	<ul style="list-style-type: none"> <li>- Composing is like writing a story with music</li> <li>- Everyone can compose</li> </ul>	<p>Help create three simple melodies using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<b>Compose</b> <b>Note</b> <b>Musical</b>	<b>Melody</b> <b>Original</b> <b>Score</b>
	<b>Performing</b>	<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> </ul>	<p>Choose a song they have learnt and perform it.</p> <p>Add own ideas.</p> <p>Record the performance and say how they were feeling about it.</p>	<b>Perform</b> <b>Audience</b> <b>Share</b> <b>Celebrate</b>	<b>Reflect</b> <b>Evaluate</b> <b>Improve</b> <b>Occasion</b>
<b>Year 3</b>	<b>Listen and Appraise</b> (5 songs)	<ul style="list-style-type: none"> <li>- Know who sang or wrote 5 songs</li> <li>- Musical dimensions in a song</li> <li>- Recall lyrics in a song</li> <li>- Main sections in a song</li> <li>- Instruments in a song</li> </ul>	<p>Identify and move to the pulse. Say what the words of a song mean.</p> <p>Discuss how the song makes them feel.</p>	<b>Intro</b> <b>Verse</b> <b>Chorus</b> <b>Backing</b> <b>Vocals</b> <b>Structure</b>	<b>Melody</b> <b>Hook</b> <b>Riff</b> <b>Disco</b> <b>Reggae</b> <b>Rap</b>
	<b>Games</b>	<ul style="list-style-type: none"> <li>- Difference between pulse and rhythm</li> <li>-How pulse, rhythm and pitch work together to create a song</li> <li>- Music has a pulse/steady beat</li> <li>- Difference between a musical question and an answer.</li> </ul>	<p>Find and demonstrate the pulse.</p> <p>Create own simple rhythm patterns.</p> <p>Copy back with instruments, without then with notation.</p>	<b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Beat</b> <b>Question</b>	<b>Answer</b> <b>Rhythmic</b> <b>Pattern</b> <b>Note</b> <b>Notation</b>
	<b>Singing</b>	<ul style="list-style-type: none"> <li>- A choir is singing in a group</li> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel things</li> <li>- You must warm up your voice</li> </ul>	<p>Sing in unison and in two-parts.</p> <p>Demonstrate good singing posture.</p> <p>Follow a leader when singing.</p> <p>Explore singing solo.</p> <p>Sing with awareness of being 'in tune'.</p>	<b>Choir</b> <b>Perform</b> <b>Conductor</b> <b>Unison</b> <b>Pentatonic</b>	<b>In tune</b> <b>Backing</b> <b>Vocals</b> <b>Scale</b> <b>Solo</b>
	<b>Playing</b>	<ul style="list-style-type: none"> <li>-Knowledge of instruments used in class – recorder, glockenspiel</li> </ul>	<p>Play any one, or all of four, differentiated parts on a tuned instrument.</p> <p>To rehearse and perform their part.</p> <p>To listen to and follow musical instructions from a leader.</p>	<b>Keyboard</b> <b>Drum</b> <b>Bass</b> <b>Electric</b> <b>Synthesizer</b> <b>Tempo</b> <b>Dynamics</b>	<b>Tuned</b> <b>Rehearse</b> <b>Compose</b> <b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Texture</b>
	<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- It is not written down</li> <li>- Using one or two notes confidently is better than using five</li> <li>- You cannot make a mistake</li> </ul>	<p>Listen and copy back using instruments, using two different notes.</p> <p>Listen and play your own answer using one or two notes.</p> <p>Take it in turns to improvise using one or two notes.</p>	<b>Improvise</b> <b>Compose</b> <b>Imagination</b> <b>Melody</b> <b>Notation</b>	<b>Original</b> <b>Note</b> <b>Musical</b> <b>Structure</b> <b>Notes</b>

	<b>Composition</b>	<ul style="list-style-type: none"> <li>- A composition: music that is created by you and kept in some way</li> <li>- Different ways of recording compositions</li> </ul>	<p>Help create a simple melody. Plan, create, perform and talk about a section of music.</p> <p>Make decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition.</p> <p>Reflect on the composition.</p>	<b>Compose</b> <b>Composition</b> <b>Imagination</b> <b>Melody</b> <b>Notation</b> <b>Section</b> <b>Structure</b>	<b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Dynamics</b> <b>Tempo</b> <b>Perform</b> <b>Audience</b>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>- Performing is sharing music with an audience</li> <li>- How to plan performances</li> <li>- Performing clearly</li> <li>- A performance involves communicating feelings, thoughts and ideas</li> </ul>	<p>Choose what to perform and create a programme.</p> <p>Communicate the meaning of the words.</p> <p>Talk about the best place to be when performing and how to stand or sit.</p> <p>Record and evaluate the performance.</p>	<b>Perform</b> <b>Audience</b> <b>Plan</b> <b>Programme</b>	<b>Occasion</b> <b>Celebrate</b> <b>Reflect</b> <b>Evaluate</b>
<b>Year 4</b>	<b>Listen and Appraise</b> (5 songs)	<ul style="list-style-type: none"> <li>- Musical characteristics that give a song its style</li> <li>- The lyrics: what the song is about</li> <li>- Texture, dynamics, tempo, rhythm and pitch</li> <li>- Different sections of the song</li> <li>- Instrument names</li> </ul>	<p>Identify and move to the pulse.</p> <p>Talk about the musical dimensions working together.</p> <p>Talk about how music makes us feel.</p> <p>Use musical vocabulary when talking about music.</p>	<b>Pulse</b> <b>Rhythm</b> <b>Tempo</b> <b>Dynamics</b> <b>Pitch</b> <b>Texture</b> <b>Structure</b> <b>Backing</b>	<b>Hook</b> <b>Riff</b> <b>Melody</b> <b>Pattern</b> <b>Style</b> <b>By ear</b> <b>Birdsong</b> <b>Vocal</b>
	<b>Games</b>	<ul style="list-style-type: none"> <li>- Pulse, rhythm and pitch</li> <li>- Rhythm: the long and short patterns</li> <li>- Pulse v rhythm</li> <li>- Pitch: High and low sounds</li> <li>- How to keep the internal pulse</li> <li>- Musical Leadership: leading a group</li> </ul>	<p>Find the pulse.</p> <p>Create own simple rhythm patterns.</p> <p>Copy back with instruments, without then with notation.</p>	<b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Internal</b> <b>Leadership</b> <b>Pentatonic</b>	<b>Note</b> <b>Notation</b> <b>Scale</b> <b>Pattern</b> <b>Rap</b> <b>Copy</b>
	<b>Singing</b>	<ul style="list-style-type: none"> <li>- A choir is singing in a group</li> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel things</li> <li>- Texture: How a solo singer makes a thinner texture than a large group</li> <li>- Importance of warm-up</li> </ul>	<p>Sing in unison and in two-parts.</p> <p>Demonstrate good singing posture.</p> <p>Follow a leader when singing.</p> <p>Explore singing solo.</p> <p>Sing with awareness of being 'in tune'.</p> <p>Rejoin the song if lost.</p>	<b>Conductor</b> <b>Unison</b> <b>Choir</b> <b>Texture</b> <b>Solo</b> <b>Two part</b> <b>Posture</b>	<b>Backing</b> <b>Vocal</b> <b>Lyrics</b> <b>Civil</b> <b>Rights</b> <b>Equality</b> <b>Racism</b>
	<b>Playing</b>	<ul style="list-style-type: none"> <li>- Knowledge of instruments used in class – recorder, glockenspiel or xylophone</li> <li>- Names of other instruments played in a known band or orchestra</li> </ul>	<p>Play any one, or all of four, differentiated parts on a tuned instrument.</p> <p>Rehearse and perform their part.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Experience leading.</p>	<b>Recorder</b> <b>Keyboard</b> <b>Electric</b> <b>Acoustic</b> <b>Guitar</b> <b>Drums</b> <b>Turntable</b>	<b>Compose</b> <b>Melody</b> <b>Pulse</b> <b>Rhythm</b> <b>Structure</b> <b>Unison</b> <b>Leader</b>
	<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- It is not written down</li> <li>- Using one or two notes confidently is better than using five</li> <li>- You cannot make a mistake</li> </ul>	<p>Listen and copy back using instruments and two different notes.</p> <p>Using your instruments, listen and play your own answer with one or two notes.</p> <p>Take it in turns to improvise using one or two notes.</p>	<b>Improvise</b> <b>Compose</b> <b>Melody</b> <b>Hook</b> <b>Riff</b> <b>Scale</b> <b>Rhythmic</b>	<b>Pattern</b> <b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Tempo</b> <b>Dynamics</b> <b>Texture</b>
	<b>Composition</b>	<ul style="list-style-type: none"> <li>- A composition: music that is created by you and kept in some way</li> <li>- Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>Help create a simple melody. Plan, create, perform and talk about a section of music.</p> <p>Connect symbol and sound.</p> <p>Make decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record and reflect upon composition.</p>	<b>Compose</b> <b>Symbol</b> <b>Melody</b> <b>Section</b> <b>Note</b> <b>Notation</b>	<b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Tempo</b> <b>Dynamics</b> <b>Reflect</b>

	<b>Performing</b>	<ul style="list-style-type: none"> <li>- Performing is sharing music with an audience</li> <li>- How to plan performances for different occasions</li> <li>- A performance communicates feelings, thoughts and ideas</li> </ul>	Choose what to perform and create a programme. Plan to capture the audience. Talk about the best place to be when performing and how to stand or sit. Record and evaluate the performance.	<b>Perform</b> <b>Audience</b> <b>Occasion</b> <b>Programme</b> <b>Choreograph</b>	<b>Celebrate</b> <b>Reflect</b> <b>Evaluate</b> <b>Capture</b> <b>Feedback</b>
<b>Year 5</b>	<b>Listen and Appraise</b> (5 songs)	<ul style="list-style-type: none"> <li>- Why songs are written</li> <li>- Musical style</li> <li>- What lyrics are about</li> <li>- Musical dimensions</li> <li>- Main sections of music</li> <li>- Instruments used</li> <li>- Historical context</li> </ul>	Identify and move to the pulse. Think about the message of songs. Compare two songs in the same style. Use musical vocabulary when talking. Talk about musical dimensions working together. Talk about how music makes us feel.	<b>Unison</b> <b>Backing</b> <b>Solo</b> <b>Rap</b> <b>Lead</b> <b>Vocals</b> <b>Bossa Nova</b>	<b>Swing</b> <b>Big band</b> <b>Old school</b> <b>Hip hop</b> <b>Funk</b> <b>Soul</b> <b>Groove</b>
	<b>Games</b>	<ul style="list-style-type: none"> <li>- Pulse, rhythm, pitch, tempo, dynamics, texture and structure working together</li> <li>- How to keep the internal pulse</li> <li>- Musical Leadership: creating musical ideas for a group</li> </ul>	Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two-note riffs by ear and with notation. Question and answer using two different notes.	<b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Tempo</b> <b>Dynamics</b> <b>Texture</b> <b>Structure</b>	<b>Internal</b> <b>Riff</b> <b>Notation</b> <b>Improvise</b> <b>Compose</b> <b>Question</b> <b>Answer</b>
	<b>Singing</b>	<ul style="list-style-type: none"> <li>- Singing with an internal pulse</li> <li>- Main features of a song</li> <li>- Ways to sing: unison, solo, lead vocal, backing vocals, rap.</li> <li>- Importance of warm-up</li> </ul>	Sing in unison and to sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen and fit into the group. Sing with awareness of being 'in tune'.	<b>Pulse</b> <b>Rhythm</b> <b>Tempo</b> <b>Dynamics</b> <b>Pitch</b> <b>Texture</b> <b>Structure</b> <b>Appraise</b> <b>Solo</b>	<b>Hook</b> <b>Riff</b> <b>Melody</b> <b>Harmony</b> <b>Bass line</b> <b>Cover</b> <b>Brass</b> <b>Section</b> <b>Bridge</b>
	<b>Playing</b>	<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>- Knowledge of instruments played in a known band or orchestra</li> </ul>	Play a musical instrument with the correct technique. Play any one, or all of four, differentiated parts on a tuned instrument. Rehearse and perform their part. Listen to and follow a leader. Lead a rehearsal.	<b>Staff</b> <b>Notation</b> <b>Symbol</b> <b>Treble</b> <b>Stave</b> <b>Band</b> <b>Orchestra</b> <b>Melody</b>	<b>Harmony</b> <b>Brass</b> <b>Percussion</b> <b>Woodwind</b> <b>String</b> <b>Technique</b> <b>Bass</b> <b>Notes</b>
	<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- Improvisation is making up tunes</li> <li>- Using one or two notes confidently is better than using five</li> <li>- You cannot make a mistake</li> <li>- Use riffs heard before</li> <li>- Three well-known improvisers</li> </ul>	Copy back using instruments. Use the two notes. Question and Answer using instruments. Use two notes in your answer. Always start on a G. Improvise using two notes.	<b>Improvise</b> <b>Compose</b> <b>Riff</b> <b>Question</b> <b>Answer</b> <b>Improviser</b> <b>Harmony</b>	<b>Melody</b> <b>Notes</b> <b>Structure</b> <b>Bridge</b> <b>Hook</b> <b>Rhythm</b> <b>Pulse</b>
	<b>Composition</b>	<ul style="list-style-type: none"> <li>- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>- Connection between sound and symbol</li> </ul>	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Connect sound and symbol. Listen to and reflect upon the developing composition. Record the composition.	<b>Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Tempo</b> <b>Dynamics</b> <b>Texture</b> <b>Structure</b> <b>Style</b>	<b>Symbol</b> <b>Notation</b> <b>Note value</b> <b>Melody</b> <b>Harmony</b> <b>Tag ending</b> <b>Riff</b> <b>Hook</b>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>- Performing is sharing music with an audience who might not be known</li> <li>- Performances must be planned and learned</li> <li>- A performance communicates feelings, thoughts and ideas</li> </ul>	Choose what to perform and create a programme. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous one. Evaluate the performance musically.	<b>Venue</b> <b>Audience</b> <b>Programme</b> <b>Compare</b> <b>Evaluate</b> <b>Capture</b>	<b>Solo</b> <b>Backing</b> <b>Lead</b> <b>Style</b> <b>Applause</b> <b>Perform</b>

Year 6	<b>Listen and Appraise</b> (5 songs)	<ul style="list-style-type: none"> <li>- When and why songs are written</li> <li>- Musical style and dimensions</li> <li>- What lyrics are about</li> <li>- Main sections of music</li> <li>- Instruments used</li> <li>- Historical context</li> <li>- Own musical identity</li> </ul>	Identify and move to the pulse. Think about the message of songs. Compare two songs in the same style. Use musical vocabulary when talking. Talk about musical dimensions working together. Talk about how music might make others feel.	Unison Backing Solo Rap Lead Vocals Neo Soul Equality	Groove Motown Blues Jazz Urban Gospel Civil Rights Gender
	<b>Games</b>	<ul style="list-style-type: none"> <li>- Pulse, rhythm, pitch, tempo, dynamics, texture and structure working together</li> <li>- How to keep the internal pulse</li> <li>- Musical Leadership: creating musical ideas for a group to follow</li> </ul>	Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two/three note riffs by ear and with notation. Question and answer using two/three different notes.	Pulse Rhythm Pitch Tempo Dynamics Texture Structure	Internal Riff Notation Improvise Compose Question Answer
	<b>Singing</b>	<ul style="list-style-type: none"> <li>- Singing with an internal pulse</li> <li>- Knowing the style and representing it to an audience</li> <li>- Ways to sing: unison, solo, lead vocal, backing vocals, rap.</li> <li>- Meaning of lyrics</li> </ul>	Sing in unison and to sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen and fit into the group. Sing with awareness of being 'in tune'.	Pulse Rhythm Tempo Dynamics Pitch Texture Structure Appraise Style	Indicator Hook Riff Melody Harmony Bass line Cover Bridge Ear
	<b>Playing</b>	<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>- Knowledge of instruments played in a known band or orchestra</li> </ul>	Play a musical instrument with the correct technique. Play any one, or all of four, differentiated parts on a tuned instrument. Rehearse and perform their part. Listen to and follow a leader. Lead a rehearsal.	Staff Notation Symbol Treble Stave Ostinato Phrases Melody	Harmony Brass Percussion Woodwind String Technique Bass Notes
	<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- Improvisation is making up tunes</li> <li>- Using one or two notes confidently is better than using five</li> <li>- You cannot make a mistake</li> <li>- Use riffs and ticks heard before</li> <li>- Three well-known improvisers</li> </ul>	Copy back using instruments. Use two/three notes. Question and Answer using instruments. Use two/three notes in your answer. Always start on a G. Improvise using two/three notes.	Improvise Compose Riff Question Answer Tick Harmony	Melody Notes Structure Bridge Hook Solo Improviser
	<b>Composition</b>	<ul style="list-style-type: none"> <li>- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>- Connection between sound and symbol</li> </ul>	Create simple melodies using up to five different notes and simple rhythms that work with the song style. Explain keynote or home note. Listen to and reflect upon the developing composition. Make musical decisions. Record the composition.	Pulse Rhythm Pitch Tempo Dynamics Texture Structure Style	Symbol Notation Note value Key note Home note Tag ending Riff Hook
	<b>Performing</b>	<ul style="list-style-type: none"> <li>- Performing is sharing music with an audience with belief</li> <li>- Performing is sharing music with an audience who might not be known</li> <li>- Performances are planned and learned</li> <li>- A performance communicates feelings, thoughts and ideas</li> </ul>	Choose what to perform and create a programme. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous one. Evaluate the performance musically.	Venue Audience Programme Compare Evaluate Capture	Solo Backing Lead Style Applause Perform

**IMPACT:**

Whilst much of the curriculum is taught during practical sessions with the children, written and photographic evidence is collected in a class Music book. The Co-ordinator monitors curriculum delivery and impact through discussion with staff and children. She also carries out monitoring in the form of a learning walk where lessons are observed and children are asked about their experience of Music lessons. The Charanga scheme also provides assessment in the form of end of Key Stage expectations as well as individual 'passports' for the children which allow for self-assessment. The Head teacher meets with selected groups of children from each class to ascertain the Music knowledge that they have developed over the course of the term.