

**Music Curriculum
Knowledge Informed; Skills Rich.**

Vision

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.' (National Curriculum 2014)

At Penpol school we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Curriculum Intent: Why do we teach Music at Penpol Primary School?

As a school, we are passionate about the teaching, learning and assessment of music. Music plays an important and consistent part in the life of the children. At Penpol Primary School, we aim to teach high quality music lessons that engage and inspire pupils to develop a love of music to help increase their self-confidence, creativity and sense of achievement as musicians. As pupils progress through the school, they should develop critical skills within music, allowing them to Sing, Play, Compose and perform with an increased awareness of the steps and skills involved within this process. We wish to give every child the opportunity to experience and enjoy music through a variety of fun and engaging opportunities supported by a broad and balanced curriculum. We also aim to promote pupils' social, cultural, spiritual and global development through music.

Implementation: How is Music taught at Penpol School?

At Penpol Primary School, The subject is managed by the Music Co-ordinator. To ensure the Music skills of staff are developed and sustained the school follows the Charanga Music Scheme of Learning. This provides all the materials, resources, support sound files and activities to enable the school to ensure progression in music across the five core skills and towards the end of key stage learning objectives. In addition to the scheme of learning, children in Key Stage Two are given the opportunity to learn a musical instrument as part of our wider opportunities offer. Currently, Year 3 are learning fife, Year 4 guitar, Year 5 brass and Year 6 Samba. This is supplemented with visiting peripatetic instrument teachers who offer paid 1:1 or small group lessons. Each week, the children participate in a 30 minute, phase group singing assembly led by the music coordinator. This develops pitch, control, performance and helps to foster a love of music and singing in our school.

Impact: What will we see from the teaching of Music?

All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also celebrate their success and skills with their peers and wider audiences. We assess through teacher assessment, pictures and video evidence which captures each child's progress throughout the year

Knowledge Skills	Listen and Appraise	Musical Activities			Creating and Exploring		
		Games	Singing	Playing	Improvisation	Composition	Performing
EYFS	<ul style="list-style-type: none"> - To know twenty nursery rhymes off by heart. - To know the stories of some of the nursery rhymes. <i>-To learn that music can touch your feelings.</i> <i>-To enjoy moving to music by dancing, marching, being animals or Pop stars</i> 	<ul style="list-style-type: none"> -To know that we can move with the pulse of the music. - To know that the words of songs can tell stories and paint pictures. <i>Find the pulse by copying, copy basic rhythm patterns, explore high and low using voices and sounds, invent a pattern using one pitched note and adding a 2 note melody to words</i> 	<ul style="list-style-type: none"> - To sing or rap nursery rhymes and simple songs from memory. - Songs have sections. <i>- To sing along with a pre-recorded song and add actions.</i> <i>- To sing along with the backing track.</i> 				<ul style="list-style-type: none"> - A performance is sharing music. <i>- Perform any of the nursery rhymes by singing and adding actions or dance.</i> <i>- Perform any nursery rhymes or songs adding a simple instrumental part.</i> <i>- Record the performance to talk about.</i>
Year 1	<ul style="list-style-type: none"> - To know 5 songs off by heart. - To know what the songs are about. - To know and recognise the sound and names of some of the instruments they use. <i>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</i> 	<ul style="list-style-type: none"> - To know that music has a steady pulse, like a heartbeat. - To know that we can create rhythms from words, our names, favourite food, colours and animals. <i>- find the pulse, listen and clap back rhythms, create rhythms for others to copy, listen and sing back simple melodies.</i> 	<ul style="list-style-type: none"> - To confidently sing or rap five songs from memory and sing them in unison. <i>- Learn about voices, singing notes of different pitches (high and low).</i> <i>- Learn that they can make different types of sounds with their voices.</i> <i>- Learn to start and stop singing when following a leader.</i> 	<ul style="list-style-type: none"> - Learn the names of the notes in their instrumental part from memory or when written down. - Learn the names of the instruments they are playing. <i>- Treat instruments carefully and with respect.</i> <i>- Play a tuned instrumental part with the song they perform.</i> <i>- Learn to play an instrumental part.</i> <i>- Listen to and follow musical instructions from a leader.</i> 	<ul style="list-style-type: none"> - 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 them. - Everyone can improvise! Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> - Composing is like writing a story with music. - Everyone can compose. <i>- Help to create a simple melody using one, two or three notes.</i> <i>- Learn how the notes of the composition can be written down and changed if necessary.</i> 	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. <i>- Choose a song they have learnt from the Scheme and perform it.</i> <i>- They can add their ideas to the performance.</i> <i>- Record the performance and say how they were feeling about it.</i>
Year 2	<ul style="list-style-type: none"> - To know five songs off by heart. - To know some songs have a chorus or a response/answer part. - To know that songs have a musical style. <i>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</i> <i>- To learn how songs can tell a story or describe an idea.</i> 	<ul style="list-style-type: none"> - To know that music has a steady pulse, like a heartbeat. - To know that we can create rhythms from words, our names, favourite food, colours and animals. - Rhythms are different from the steady pulse. - We add high and low sounds, pitch, when we sing and play our instruments. <i>Find the pulse. Choose an animal and find the pulse. Listen to the rhythm and clap back. Create rhythms for others to copy. Listen and sing back. Use your voices to copy back</i> 	<ul style="list-style-type: none"> - To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - Songs include other ways of using the voice e.g. rapping (spoken word). - To know why we need to warm up our voices. <i>- Learn about voices singing notes of different pitches (high and low).</i> <i>- Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</i> <i>- Learn to find a comfortable singing position.</i> <i>- Learn to start and stop singing when following a leader.</i> 	<ul style="list-style-type: none"> - 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. <i>- Treat instruments carefully and with respect.</i> <i>- Learn to play a tuned instrumental part that matches their musical challenge</i> <i>- Play the part in time with the steady pulse.</i> <i>- Listen to and follow musical instructions from a leader.</i> 	<ul style="list-style-type: none"> - 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. <i>- Listen and clap back, then listen and clap your own answer (rhythms of words).</i> <i>- Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</i> <i>- Take it in turns to improvise using one or two notes.</i> 	<ul style="list-style-type: none"> - Composing is like writing a story with music. - Everyone can compose. <i>- Help create three simple melodies with the Units using one, three or five different notes.</i> <i>- Learn how the notes of the composition can be written down and changed if necessary.</i> 	<ul style="list-style-type: none"> A performance is sharing music with an audience. - 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. <i>- Choose a song they have learnt from the Scheme and perform it.</i> <i>- They can add their ideas to the performance.</i> <i>- Record the performance and say how they were feeling about it.</i>
Knowledge Skills	Listen and Appraise	Musical Activities			Creating and Exploring		Performing

		Games	Singing	Playing	Improvisation	Composition	
Year 3	<ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them. - To know the style of the five songs. - To choose one song and be able to talk about: <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song - <i>To confidently identify and move to the pulse.</i> - <i>To think about what the words of a song mean.</i> - <i>To take it in turn to discuss how the song makes them feel.</i> - <i>Listen carefully and respectfully to other people's thoughts about the music.</i> 	<ul style="list-style-type: none"> - To confidently identify and move to the pulse. - To think about what the words of a song mean. - 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. - <i>To sing in unison and in simple two-parts.</i> - <i>To demonstrate a good singing posture.</i> - <i>To follow a leader when singing.</i> - <i>To enjoy exploring singing solo.</i> - <i>To sing with awareness of being 'in tune'.</i> - <i>To have an awareness of the pulse internally when singing.</i> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, a recorder) <ul style="list-style-type: none"> - <i>To treat instruments carefully and with respect.</i> - <i>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 song) from memory or using notation.</i> - <i>To rehearse and perform their part within the context of the Unit song.</i> - <i>To listen to and follow musical instructions from a leader.</i> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, a recorder) <ul style="list-style-type: none"> - <i>To treat instruments carefully and with respect.</i> - <i>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 song) from memory or using notation.</i> - <i>To rehearse and perform their part within the context of the Unit song.</i> - <i>To listen to and follow musical instructions from a leader.</i> 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake <p><i>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</i></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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.) - <i>Help create at least one simple melody using one, three or five different notes.</i> - <i>Plan and create a section of music that can be performed within the context of the unit song.</i> - <i>Talk about how it was created.</i> - <i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</i> - <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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 - <i>To choose what to perform and create a programme.</i> - <i>To communicate the meaning of the words and clearly articulate them.</i> - <i>To talk about the best place to be when performing and how to stand or sit.</i> - <i>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</i>
Year 4	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style). - 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. - <i>To confidently identify and move to the pulse.</i> 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> - How pulse, rhythm and pitch work together - Pulse: Finding the pulse – the heartbeat of the music - Rhythm: the long and short patterns over the pulse - Know the difference between pulse and rhythm - Pitch: High and low sounds that create melodies - How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to. <p><i>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes.</i></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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 - Texture: How a solo singer makes a thinner texture than a large group - To know why you must warm up your voice - <i>To sing in unison and in simple two-parts.</i> - <i>To demonstrate a good singing posture.</i> - <i>To follow a leader when singing.</i> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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. - <i>To treat instruments carefully and with respect.</i> - <i>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</i> - <i>To rehearse and perform their part within the context of the Unit song.</i> - <i>To listen to and follow musical instructions from a leader.</i> - <i>To experience leading the playing by making sure</i> 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the challenges in your improvisations <p><i>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise</i></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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.) - <i>Help create at least one simple melody using one, three or all five different notes.</i> - <i>Plan and create a section of music that can be performed within the context of the unit song.</i> - <i>Talk about how it was created.</i> - <i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</i> - <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - 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 - <i>To choose what to perform and create a programme.</i>

<ul style="list-style-type: none"> - To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - When you talk try to use musical words. 		<ul style="list-style-type: none"> - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To rejoin the song if lost. - To listen to the group when singing. 	<p><i>everyone plays in the playing section of the song.</i></p>	<p><i>using the Bronze, Silver or Gold Challenges.</i></p> <p>- Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p><i>musical decisions about pulse, rhythm, pitch, dynamics and tempo.</i></p> <p><i>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p>	<ul style="list-style-type: none"> - 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.
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Knowledge Skills	Listen and Appraise	Musical Activities			Creating and Exploring		Performing
		Games	Singing	Playing	Improvisation	Composition	
Year 5	<ul style="list-style-type: none"> - To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? - 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: <ul style="list-style-type: none"> o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time? - <i>To identify and move to the pulse with ease.</i> <ul style="list-style-type: none"> - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - When you talk try to use musical words. - To talk about the musical dimensions working together in the Unit songs. - Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song - How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to <p><i>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</i></p> <ul style="list-style-type: none"> o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes <p><i>To sing with awareness of being 'in tune'.</i></p>	<ul style="list-style-type: none"> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. - To choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice - To sing in unison and to sing backing vocals. - To enjoy exploring singing solo. - To listen to the group when singing. - To demonstrate a good singing posture. - To follow a leader when singing. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. 	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> ● 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. - <i>Play a musical instrument with the correct technique within the context of the Unit song.</i> - <i>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.</i> - <i>To rehearse and perform their part within the context of the Unit song.</i> - <i>To listen to and follow musical instructions from a leader.</i> - <i>To lead a rehearsal session.</i> 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> o Improvisation is making up your own tunes on the spot o When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. o know that using one or two notes confidently is better than using five o know that if you improvise using the notes you are given, you cannot make a mistake o To know that you can use some of the riffs you have heard in the Challenges in your improvisations o To know three well-known improvising musicians <p><i>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</i></p> <p><i>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</i></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> -A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol - <i>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</i> - <i>Explain the keynote or home note and the structure of the melody.</i> - <i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</i> - <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> -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 - <i>To choose what to perform and create a programme.</i> - <i>To communicate the meaning of the words and clearly articulate them.</i> - <i>To talk about the venue and how to use it to best effect.</i> - <i>To record the performance and compare it to a previous performance.</i> - <i>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</i>
Year 6	- To know five songs from memory, who sang or wrote	Know and be able to talk about:	- To know and confidently sing five songs and their parts from memory, and to	To know and be able to talk about: <ul style="list-style-type: none"> ● Different ways of writing 	To know and be able to talk about improvisation:	To know and be able to talk about:	To know and be able to talk about:

<p>them, when they were written and why?</p> <ul style="list-style-type: none"> - To know the style of the songs and to name other songs from the Units in those styles. - To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> o The style indicators of the songs o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity. <p><i>-To identify and move to the pulse with ease.</i></p> <p><i>To think about the message of songs.</i></p> <ul style="list-style-type: none"> - To compare two songs in the same style -Listen carefully and respectfully to other people's thoughts about the music. -Use musical words when talking about the songs. -To talk about the musical dimensions working together in the Unit songs. -Talk about the music and how it makes you feel, using musical language to describe the music. 	<ul style="list-style-type: none"> - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music -How to keep the internal pulse -Musical Leadership: creating musical ideas for the group to copy or respond to <p><i>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</i></p> <ul style="list-style-type: none"> - Find the pulse - Lead the class by inventing rhythms for them to copy back - Copy back three-note riffs by ear and with notation - Question and answer using three different notes 	<p>sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> - To know about the style of the songs so you can represent the feeling and context to your audience - To choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice <p><i>- To sing in unison and to sing backing vocals.</i></p> <ul style="list-style-type: none"> - To demonstrate a good singing posture. - To follow a leader when singing. - 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' 	<p>music down – e.g. staff notation, symbols</p> <ul style="list-style-type: none"> • 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 <p><i>- Play a musical instrument with the correct technique within the context of the Unit song.</i></p> <p><i>- 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.</i></p> <ul style="list-style-type: none"> - 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. 	<p>- Improvisation is making up your own tunes on the spot</p> <ul style="list-style-type: none"> - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one, two or three notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations - To know three well-known improvising musicians <p><i>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</i></p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>- A composition: music that is created by you and kept in some way.</p> <ul style="list-style-type: none"> - It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol <p><i>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</i></p> <p><i>- Explain the keynote or home note and the structure of the melody.</i></p> <p><i>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</i></p> <p><i>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p>	<p>- Performing is sharing music with an audience with belief</p> <ul style="list-style-type: none"> - 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 <p><i>- To choose what to perform and create a programme.</i></p> <ul style="list-style-type: none"> - 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...?"
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The Interrelated Dimensions of Music

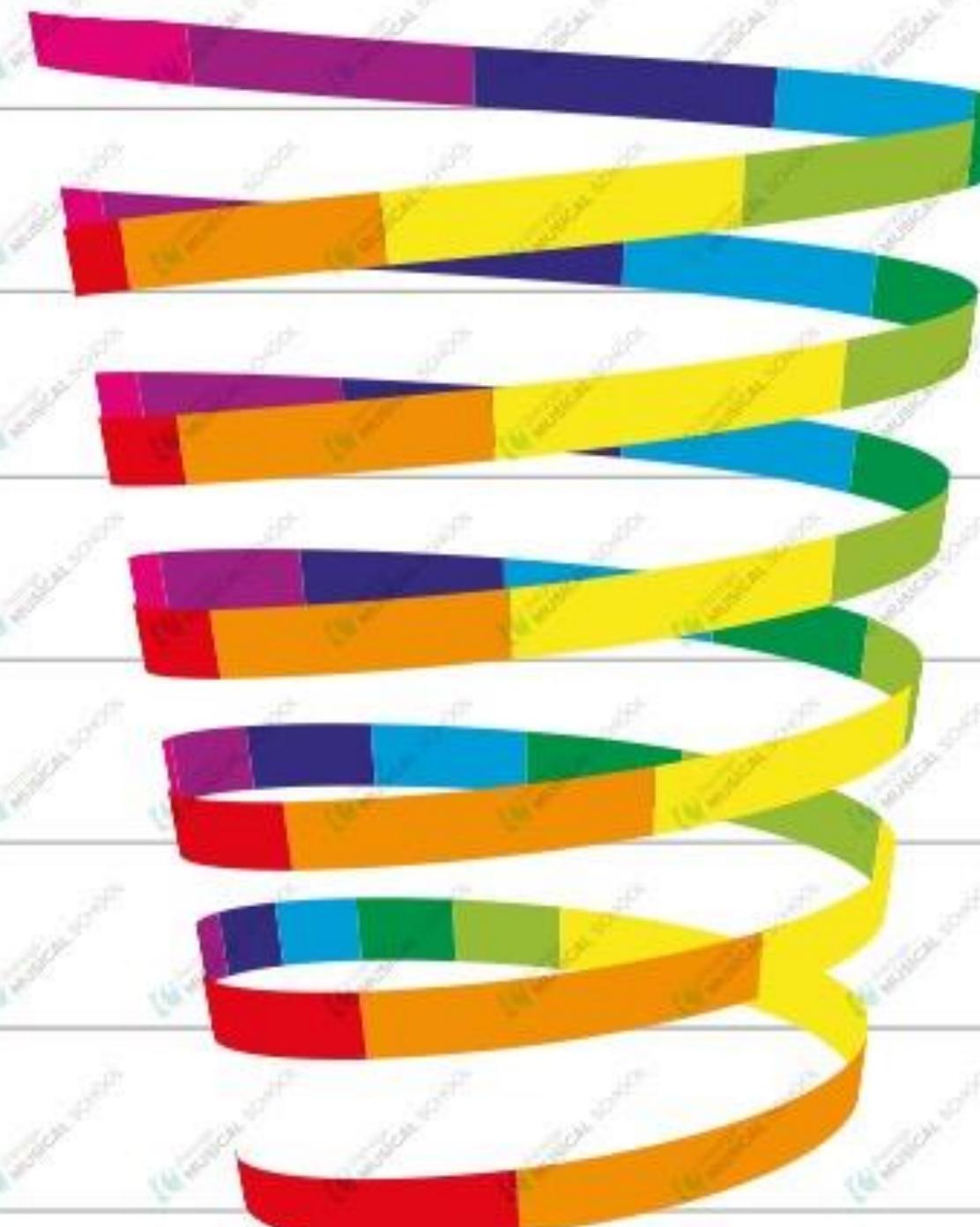
Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

Progression



Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



Learning progression

Depth of learning through Charanga Musical School

National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

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

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

