

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." – Plato

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Pupils learn and sing nursery rhymes and action songs which are planned to match wider learning e.g. '5 Little Speckled Frogs' in maths, 'A Sailor Went To Sea' linking to transport and 'Going up Cambourne Hill, Coming Down' when learning about locality. Children learn to listen attentively, moving to and talking about music, expressing their feelings and responses e.g. Listen and Respond during Charanga lessons and exploring music of different genres and cultures when learning about the world around us. There are opportunities to sing in a group or on their own e.g. Performing in the Christmas performance, singing in assembly and creating music in the outside performance area. Pupils explore the different sounds, names and uses of instruments e.g The outside Music Station and adult led inputs.					
Reception		My stories Learn to sing nursery rhymes and action songs: Find the pulse as one of the characters from the song.		Everyone Learn to sing nursery rhymes and action songs: Invent ways to find the pulse.		Our World Learn to sing nursery rhymes and action songs: Find the pulse and show others your ideas
Year 1	Rhyming in Time Raps and Chants Move in time to the beat and change this for different tempos, following musical cues	Learn to sing songs for Nativity	Music inspired by the world around us From Baroque to contemporary Understand that music can tell a story	Hey You Old School Hip-Hop How pulse, rhythm and pitch work together	Rhythm in the way we walk and Banana rap Reggae and Hip-Hop Pitch and performance skills	
Year 2	I wanna play in a band Rock Playing in time with the rhythm	Learn to sing songs for Nativity	London's Buring Children's rhymes Choral singing	Some bugs! Improvisation and performance skills		Djembe African drumming Drumming rhythms, call and response
Year 3		Glockenspiel 1 Exploring and developing playing skills Learn Carols for Concert		Three Little Birds Reggae Reggae and animals		Bringing Us Together Disco Disco, friendship, hope and unity
Year 4	Mamma Mia Pop ABBA's music	Learn Carols for Concert	Glockenspiel 2 Mixed styles Exploring and developing playing skills using the glockenspiel		Blackbird The Beatles/Pop The Beatles, equality and civil rights	

Year 5		Livin' on a Prayer Rock Learn Carols for Concert		The Fresh Prince of Bel-Air Modern Composition and performance		Dancing in the Street Motown Following musical notation
Year 6	Music and technology Modern Use of DAW (Digital Audio Workstation)		Happy Pop/Neo Soul Being happy!		You've Got A Friend Create your own music inspired by your identity and women in the music industry	
Enrichment	All pupils are involved in some way with the singing elements of the Christmas productions. This involves rehearsal and performance skills. This year all pupils will attend a performance of the pantomime at The Hall for Cornwall. This will be an opportunity for them to see a production on the stage, with many musical elements included. Some pupils may opt to join the choir to perform in the TPAT musical showcase at The Hall for Cornwall. Some pupils take part in Rock Steady or Guitar lessons hosted at school. There is also a choir club run by a member of the community. Some classes will take part in singing sessions with him.					

Critical knowledge and skills				
Reception	Listening/Appraising	Singing	Performing/Playing	Composing/Improvising
My Stories Everyone My World	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	To sing or rap nursery rhymes and simple songs from memory. To know songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track.	To know a performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	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.
Year 1	Listening/Appraising Listen with concentration and understanding to a range of high-quality live and recorded music- NC	Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes- NC	Performing/Playing Play tuned and untuned instruments musically - NC	Composing/Improvising Experiment with, create, select and combine sounds using the inter-related dimensions of music – NC
Rhyming in time Music inspired by the world around us Hey You Rhythm in the way we walk and Banana rap	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. To know that music has a steady pulse, like a heartbeat.	Can confidently sing or rap five songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	Know the names of the notes in their instrumental part from memory or when written down. Know the names of the instruments they are playing. Treat instruments carefully and with respect.	Know composing is like writing a story with music. Can help to create a simple melody using one, two or three notes. Know how the notes of the composition can be written down and changed if necessary.

	To know that we can create rhythms from words, our names, favourite food, colours and animals. embed pulse, rhythm and pitch. Can find the pulse and clap. Can listen to the rhythm and clap back. Can copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Can create rhythms for others to copy.	Learn to start and stop singing when following a leader.	Can play a tuned instrumental part with the song they perform. Can play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Can listen to and follow musical instructions from a leader. Know a performance is sharing music with other people, called an audience. Can choose a song they have learnt from the Scheme and perform it. Can add their ideas to the performance. Can say how they were feeling about a performance.	Know that improvisation is about making up your own tunes on the spot. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
Vocabulary	pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination			
Year 2	Listening/Appraising Listen with concentration and understanding to a range of high-quality live and recorded music- NC	Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes - NC	Performing/Playing Play tuned and untuned instruments musically - NC	Composing/Improvising Experiment with, create, select and combine sounds using the inter-related dimensions of music – NC
I wanna play in a band London's burning Some bugs Djembe	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. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To know songs can tell a story or describe an idea. 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. To know that rhythms are different from the steady pulse. Can find the pulse.	Confidently knows and sing five songs from memory. To know that unison is everyone singing at the same time. Know that songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Know that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	Know 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). Can listen to and follow musical instructions from a leader. Know a performance is sharing music with an audience. Know a performance can be a special occasion and involve a class, a year group or a whole school.	Know that composing is like writing a story with music. Know that everyone can compose. Can help create three simple melodies using one, three or five different notes. To know the notes of the composition can be written down and changed if necessary. Know that Improvisation is making up your own tunes on the spot. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that everyone can improvise, and you can use one or two notes.

	Can copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.		Know an audience can include your parents and friends. Can add their ideas to the performance. Can say how they were feeling about a performance.	
Vocabulary	keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel, djembe, call and response, graphic notation			
Year 3	Listening/Appraising To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - NC	Performing To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - NC		Composing/Improvising To improvise and compose music for a range of purposes using the inter-related dimensions of music - NC
		Singing	Playing	
Glockenspiel I Three Little Birds Bringing Us Together	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: - Its 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 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. To listen carefully and respectfully to other people's thoughts about the music.	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 Can 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. Can 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. Can listen to and follow musical instructions from a leader. 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	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.) Can help create at least one simple melody using one, three or five different notes. Can plan and create a section of music that can be performed within the context of the unit song. Can talk about how it was created. Can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. Can clap and say back rhythms. Can create your own simple rhythm patterns. Can copy back with instruments, without and then with notation.		○ 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 Can choose what to perform and create a programme. Can communicate the meaning of the words and clearly articulate them. Can talk about the best place to be when performing and how to stand or sit. Can say how they were feeling, what they were pleased with what they would change and why.	To know and be able to talk about improvisation: ○ 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 Can improvise using instruments in the context of the song they are learning to perform.
Vocabulary	structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco			
Year 4	Listening/Appraising To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - NC	Performing To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - NC		Composing/Improvising To improvise and compose music for a range of purposes using the inter-related dimensions of music - NC
		Singing	Playing	
Mamma Mia Glockenspiel 2 Blackbird	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: ○ 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	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 ○ Texture: How a solo singer makes a thinner texture than a large group	To 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. Can play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or	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.) To help create at least one simple melody using one, three or all five different notes.

	(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 and move to the pulse. Can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Can talk about the music and how it makes them feel. Can listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. Know and be able to talk about: ○ How pulse, rhythm and pitch work together ○ Pulse: Finding the pulse – the heartbeat of the music ○ Rhythm: the long and short patterns over the pulse ○ Know the difference between pulse and rhythm ○ Pitch: High and low sounds that create melodies ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to	○ To know why you must warm up your voice Can sing in unison and in simple two-parts. Demonstrates a good singing posture. Can follow a leader when singing. 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.	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. Can 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 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 Can choose what to perform and create a programme. Can present a musical performance designed to capture the audience. Can communicate the meaning of the words and clearly articulate them. Can talk about the best place to be when performing and how to stand or sit. Can say how they were feeling, what they were pleased with what they would change and why.	Can plan and create a section of music that can be performed within the context of the unit song. Can talk about how it was created. Can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To know and be able to talk about improvisation: ○ 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 Improvise using instruments in the context of a song they are learning to perform.
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Vocabulary	keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality			
Year 5	Listening/Appraising To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - NC	Performing To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - NC		Composing/Improvising To improvise and compose music for a range of purposes using the inter-related dimensions of music - NC
		Singing	Playing	
Living' on a Prayer The Fresh Prince of Bel-Air Dancing in the Street	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: - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically	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: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice Can sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. Demonstrates a good singing posture. Can follow a leader when singing. To experience rapping and solo singing. Can listen to each other and be aware of how you fit into the group. Can 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 Can play a musical instrument with the correct technique within the context of the Unit song. Can 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. Can listen to and follow musical instructions from a leader. Can lead a rehearsal session. To know and be able to talk about: - Performing is sharing music with other people, an audience	To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol 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 upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To know and be able to talk about improvisation:

	in each of them, their similarities and differences. To listen carefully and respectfully to other people's thoughts about the music. Talk about the music and how it makes you feel. Know and be able to talk about: ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to		○ 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 Can choose what to perform and create a programme. Can communicate the meaning of the words and clearly articulate them. Can talk about the venue and how to use it to best effect. Can record the performance and compare it to a previous performance. Can discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	○ 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 ○ To know three well-known improvising musicians
Vocabulary	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody			
Year 6	Listening/Appraising To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – NC	Performing To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – NC		Composing/Improvising To improvise and compose music for a range of purposes using the inter-related dimensions of music – NC
		Singing	Playing	

Music and technology Happy You've Got a Friend	To know five songs from memory, who sang or wrote them, when they were written and why? 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: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity Can identify and move to the pulse with ease. Can think about the message of songs. Can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Can Listen carefully and respectfully to other people's thoughts about the music. Can use musical words when talking about the songs. Can talk about the musical dimensions working together in the Unit songs.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. 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: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice Can sing in unison and to sing backing vocals. Demonstrates a good singing posture. Can follow a leader when singing. To experience rapping and solo singing. Can listen to each other and be aware of how you fit into the group. Can 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 Can play a musical instrument with the correct technique within the context of the Unit song. Can 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. Can listen to and follow musical instructions from a leader. Can lead a rehearsal session. 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 know and be able to talk about: ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ○ Notation: recognise the connection between sound and symbol Can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Can explain the keynote or home note and the structure of the melody. Can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To know and be able to talk about improvisation: ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ○ To know that using one, two or three notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake
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	Can talk about the music and how it makes you feel, using musical language to describe the music. Know and be able to talk about: ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to		Can choose what to perform and create a programme. Can communicate the meaning of the words and clearly articulate them. Can talk about the venue and how to use it to best effect. Can record the performance and compare it to a previous performance. Can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	○ 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
Vocabulary	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony			