

Music Long-						
term Overview	AUTUMN	SPRING	SUMMER			
24/25						
Nursery	 Children will learn: that music can touch your feelings. to be able to match music to pictures/visual resources. some songs. to sing familiar songs. to create vocal sounds in games and stories. 	 Children will learn: to describe the sound of instruments e.g. scratchy sound, soft sound. to sing familiar songs and make their own changes. to play along to the beat of the song and the rhythm in music: for example they may play along with the lyrics in songs they are singing or listening to. to show control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other. that a performance is sharing music. 	 Children will learn: to identify and match an instrumental sound e.g. hear a shaker and indicate that they understand it is a shaker. to create their own songs with beginning and end. to play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). to add sound effects to stories using instruments. 			
Reception	Me! Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the nursery rhymes. Ny Stories Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of som of the nursery rhymes. 4. to perform any nursery rhyme by	Everyone! Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the Our World Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the	Big Bear Funk Children will learn: 1. five recorded song and add actions. 1. to sing along to a prerecorded song and add actions. 2. to sing along to a backing track. 4. to perform any nursery rhyme by singing and adding actions or dance. 1. to perform any nursery rhyme by singing and adding actions or dance. 1. to perform any nursery rhyme by singing and adding actions or dance. 1. to perform any nursery rhyme or song adding a simple instrumental part.			

nı	o perform any ursery rhyme	singing and adding actions or dance.		nursery rhymes.	n	o perform any sursery rhyme or		songs from	5.	to record the performance and talk about it.
I	y singing and 5. dding actions	. to perform any nursery rhyme or		to perform any nursery	I	ong adding a simple nstrumental part.	2	memory. the		
	or dance.	song adding a		rhyme by	I	hat songs have	٥.	stories of		
	o perform any	simple		singing and	I	ections.		some of		
	ursery rhyme	instrumental part.		adding				the		
		. to enjoy moving to		actions or				nursery		
	simple	music by dancing,		dance.				rhymes.		
	nstrumental	marching, being	5. ·	to perform			4.	•		
pa	art.	animals or pop	;	any nursery				perform		
6. th	hat music can	stars.		rhyme or				any		
to	ouch your		:	song adding				nursery		
	eelings.			a simple				rhyme by		
7. th				instrumental				singing		
· ·	erformance is			part.				and		
sh	haring music.			that they can				adding		
				move with				actions or		
				the pulse of the music.			5.	dance.		
				the music.			э.	perform		
								any		
								nursery		
								rhyme or		
								song		
								adding a		
								simple		
								instrume		
								ntal part.		
							6.	that the		
								words of		
								songs can		
								tell		
								stories		
								and paint		
								pictures.		

Year 1	Hey You	Rhythm In The Way	In The Groove	Round and Round	Your	Reflect, Rewind and Replay
	Children will learn:	We Walk and The	Children will	Children will learn:	Imagination	Children will learn:
	1. a song by heart.	Banana Rap	learn:	1. a song by heart.	Children will	1. to play an instrumental part
	what the song	Children will learn:	1. a song by	2. what the song is	learn:	using one of the
	is about.	 a song by heart. 	heart.	about.	1. a song by	differentiated parts (a one-
	3. to confidently	2. what the song is	2. what the	3. to confidently sing or	heart.	note part, a simple part,
	sing or rap a	about.	song is	rap a song from	2. what the	medium part).
	song from	3. to confidently sing	about.	memory and sing it in	song is	2. that everyone can improvise.
	memory and	or rap a song from	3. to	unison.	about.	3. to add their ideas to the
	sing it in unison.	memory and sing it	confidently	4. about voices, singing	3. to	performance.
	4. to the sound	in unison.	sing or rap a	notes of different	confident	4. to record the performance
	and the names	4. that we can create	song from	pitches (high and	ly sing or	and say how they were
	of some of the	rhythms from	memory and	low).	rap a	feeling about it.
	instruments	words, our names,	sing it in	5. that they can make	song	
	they use.	favourite food,	unison.	different types of	from	
	5. that music has a	colours, animals.	4. how they	sounds with their	memory	
	steady pulse,	5. the names of the	can enjoy	voices – they can rap	and sing	
	like a	instruments they	moving to	or say words with	it in	
	heartbeat.	are playing.	music by	rhythm).	unison.	
	6. the names of	6. to treat	dancing,	6. to perform a song	4. to start	
	the notes in	instruments	marching,	they have chosen and	and stop	
	their	carefully with	being	learned.	singing	
	instrumental	respect.	animals or		when	
	part from	7. that when	pop stars.		following	
	memory or	someone	5. to play a		a leader a	
	when written	improvises, they	tuned		leader.	
	down.	make up their own	instrumental		5. to listen	
	7. that	tune that belongs	part with the		to and	
	improvisation Is	to them that has	song they		follow	
	making up your	not been heard or	perform.		musical	
	own tunes on	written down	6. how the		instructio	
	the spot.	before.	notes of the		ns from a	
		8. to help create a	composition		leader.	
	is like writing a	simple melody	can be			
	story.	using one, two or	written			
	9. that everyone	three notes.	down and			
	can compose.		changed if			
			necessary.			

10. that perform is sharing model with other people, call an audience	usic ed				
Hands, Feet, H Children will le 1. a song by h 2. to confiden sing a song from memo 3. that some songs have chorus or a response/a er part. 4. that unison everyone singing at th same time. 5. that music steady puls like a heartbeat. 6. the names of the notes in their instrument part from memory or when writte down. 7. that improvisati making up y own tunes of the spot.	children will learn: 1. a song by heart. 2. to confidently sing a song from memory. 3. that songs have a musical style. 4. that we can create rhythms from words, our names, favourite food, colours, animals. 5. that rhythms are different from the steady pulse. 6. the names of the untuned persussion instruments played in class. 7. to treat instruments carefully with respect. 8. that when someone improvises, they make up their own tune that belongs	I Wanna Play in a Band Children will learn: 1. a song by heart. 2. to confidently sing a song from memory. 3. how they can enjoy moving to music by dancing, marching, being animals or pop stars. 4. that we add high and low sounds (pitch) when we sing and play our instruments. 5. to play a tuned instrumental part using one of the four	Children will learn: 1. a song by heart. 2. to confidently sing a song from memory. 3. how songs can tell a story or describe an idea. 4. that they can make different types of sounds with their voices — they can rap (spoken word with rhythm). 5. to start and stop singing when following a leader. 6. to perform a song they have chosen and learned.	Friendship Song Children will learn: 1. a song by heart. 2. to confident ly sing a song from memory. 3. that songs include other ways of using the voice eg rapping (spoken word). 4. to listen to and follow musical instructio ns from a leader. 5. that a performa nce can be for a	Reflect, Rewind and Replay Children will learn: 1. to know why they must warm up their voice. 2. to find a comfortable singing position. 3. that an audience can include your parents and friends. 4. to add their ideas to the performance. 5. to record the performance and say how they were feeling about it.

memory and who sang or wrote it. who sang or wrote it. 2. the style of the song. song. 3. to talk about musical memory and who sang or wrote it. 2. the style of the song. 3. to talk about musical memory and who sang or wrote it. 3. to demonstrate a memory and who sang or wrote it. 4. to demonstrate a memory and who sang or wrote it. 4. to demonstrate a learn: 1. a song from wrote it. 2. the style of the song. 3. to talk about work together. 2. the difference between a musical question and an answer. 3. to think about what the work together. 3. to demonstrate a song or wrote it. 4. to demonstrate a song or wrote it. 5. the difference between a musical question and an answer. 5. The difference between a musical question and an answer. 5. The difference between a musical question and an answer. 5. The difference between a musical question and an answer. 5. The difference between a wrote it. 5. Th		8. that composing is like writing a story. 9. that everyone can compose. 10.that performing is sharing music with an audience.	written down before. 9. to help create three simple melodies using one, three or five different notes.	differentiate d parts (a one-note, simple or medium part). 6. to play the part in time with the steady pulse. 7. that everyone can improvise and you can use one or two notes. 8. how the notes of the composition can be written down and changed if		special occasion and involve a class, a year group or a whole school.	
Children will learn: 1. a song from memory and memory and who sang or wrote it. 2. the style of the song. 3. to talk about the lyrics: what Children will learn: Birds Children will learn: Children will learn: Children will learn: Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about the lyrics: what Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about any the lyrics: what Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to sing in unison and in simple two-parts. 4. to demonstrate a good singing posture. Will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. Shids Children will learn: 1. a song from wwork together. 2. the difference between a musical question and an answer. 3. to talk about sang or of a song mean. 4. to know why they must war	Vear 3	Let Your Spirit Flv	Glockenspiel 1	necessary.	The Dragon Song Children	Bringing Us	Reflect, Rewind and Replay
memory and who sang or wrote it. 2. the style of the song. 3. to talk about the lyrics: what memory and who sang or wrote it. 2. the style of the song. 3. to talk about the lyrics: what memory and who sang or wrote it. 4. to know why they must war and who sang or wrote it. 1. a song from memory and wrote it. 2. the style of the song. 3. to sing in unison and in simple two-parts. 4. to demonstrate a good singing posture. wrote it. 4. to know why they must war and who sang or wrote it. 2. the style of the song. 3. to sing in unison and in simple two-parts. 4. to know why they must war and who sang or wrote it. 4. to know who sang or	Teal 3	Children will learn:	Children will learn:	Birds	will learn:	Together	Children will learn:
about. songs and where some of the when singing. of the 5. to sing with awareness of		memory and who sang or wrote it. 2. the style of the song. 3. to talk about the lyrics: what the song is	memory and who sang or wrote it. 2. the style of the song. 3. to talk about any musical dimensions featured in the	learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to name	and who sang or wrote it. 2. the style of the song. 3. to sing in unison and in simple two-parts. 4. to demonstrate a good singing posture. 5. to follow a leader	learn: 1. a song from memory and who sang or wrote it. 2. the style	 the difference between a musical question and an answer. to think about what the words of a song mean. to know why they must warm up their voice.

- 4. to think about what the words of a song mean.
- 5. to confidently identify and move to the pulse.
- 6. what pulse is.
- 7. how to find and demonstrate the pulse.
- 8. that every piece of music has a pulse/steady beat.
- 9. that singing in a group can be called a choir. 7. that when someone improvises
- 10. that a person who the choir or group follow is the leader of the conductor.
- 11. about the instruments used in class (a glockenspiel, recorder).
- 12. to treat instruments with care and respect.
- 13. that improvisation Is making up your own tunes on the spot.

- (texture, dynamics, tempo, rhythm and pitch).
- 4. to identify the main sections of the song (intro, verse, chorus etc.).
- 5. the difference between pulse and rhythm.
- 6. that songs can make them feel different things eg happy, energetic or sad.
- 7. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before.
- 8. that a performance can be to one person or to each other and does not need to be to a huge audience.
- to communicate the meaning of the words and clearly articulate them.

- used in the songs.
- 4. to listen carefully and respectfully to other people's thoughts about the music.
- 5. that singing as part of an ensemble or large group is fun, but that they must listen to each other.

6. to play any

one, or all

- four,
 differentiate
 d parts on a
 tuned
 instrument –
 a one-note,
 simple or
 medium part
 or the
 melody of
 the song
 from
 memory or
 using
- notation.
 7. that using one or two

- 6. to enjoy exploring solo singing.
- to rehearse and perform their part within the context of the Unit song.
- that if they are improvising using the notes they are given, they cannot make a mistake.
- as part of an ensemble or large group is fun, but that they 9. different ways of recording compositions (letters names, symbols, audio, etc).
 - 10. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).
 - 11. to sing, rap or play with clarity and confidence.
 - 12. to record a performance and say how they were feeling, what they were pleased with and what they would change and why.

- 3. to talk about how the song makes them feel.
- 4. to have an awarenes s of the pulse internally when singing.
- 5. to listen to and follow musical instructio ns from a leader.

to plan

6.

and
create a
section of
music
that can
be
performe
d within
the
context
of the
Unit
song.
7. to talk

about

- 6. that a performance is planned and different for each occasion.
- 7. that a performance involves communicating ideas, thoughts and feelings about the song/music.
- to talk about the best place to be when performing and how to stand or sit.

	14. that a composition is music that is created by someone and kept in some way so that it can be played or performed again to an audience. 15. to help create at least one simple melody using one, three or all five different notes. 16. that performing is sharing music with an audience. 17. to choose what to perform and create a programme.		notes confidently is better than using five. 8. to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. 9. that you need to know and have planned everything that will be		how the compositi on was created. 8. that a performa nce can be for a special occasion and involve an audience including people they do not know.	
Year 4	Mamma Mia	Glockenspiel 2	performed. Stop!	Lean On Me Children will	Blackbird	Reflect, Rewind and Replay
	Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about some of the style indicators of	Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about any musical dimensions featured in the songs and where	Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to name some of the instruments	learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. that a solo singer makes a thinner 'texture' than a large group. 4. to sing in unison and in simple two-parts.	memory and who sang or wrote it.	 Children will learn: how pulse, rhythm and pitch work together. about the meaning of the lyrics of the song and what it is about. to know why they must warm up their voice. to sing with awareness of being in tune.

	the songs		they are used		used in the	5.	to demonstrate a	3.	to talk	5.	about other instruments they
	(musical		(texture, dynamics,		songs.		good singing posture.		about the		might play or be played in a
	characteristics		tempo, rhythm and	4.	_	6.	to follow a leader		music		band or orchestra or by their
	that give the		pitch).		carefully and		when singing.		and how		friends.
	songs their	4.	to identify the		respectfully	7.	to enjoy exploring		it makes	6.	to experience leading the
	style).		main sections of		to other		solo singing.		them		playing by making sure
4.	to talk about		the song (intro,		people's	8.	to rehearse and		feel,		everyone plays in the playing
	the lyrics:		verse, chorus etc.).		thoughts		perform their part		using		section of the song.
	what the song	5.	to talk about the		about the		within the context of		musical	7.	<u> </u>
	is about.		musical		music.		the Unit song.		language	` `	and different for each
5.	to confidently		dimensions	5.	to try to use	9.	that if they are		to		occasion.
	identify and		working together		musical		improvising using the		describe	8.	
	move to the		in the Unit songs		words when		notes they are given,		the		communicating ideas,
	pulse.		eg if the song gets		talking		they cannot make a		music.		thoughts and feelings about
6.	•		louder in the		about the		mistake.	4.			the song/music.
7.	•		chorus (dynamics).		songs.	10	.different ways of		the song	9.	_
	and keep the	6.	what rhythm is –	6.	•		recording		if lost.		be when performing and how
	internal pulse		the long and short		high and		compositions (letters	5.	to listen		to stand or sit.
	– the		patterns over the		low sounds		names, symbols,		to the		
	heartbeat of		pulse.		that create		audio, etc).		group		
	the music.	7.	the difference		melodies.	11	.to record the		when		
8.	that singing in		between pulse and	7.			composition in any		singing.		
	a group can		rhythm.		as part of an		way appropriate that	6.	to listen		
	be called a	8.	musical leadership		ensemble or		recognises the		to and		
	choir.		by creating musical		large group		connection between		follow		
9.	that a person		ideas for the group		is fun, but		sound and symbol (eg		musical		
	who the choir		to copy and		that they		graphic/pictorial		instructio		
	or group		respond to.		must listen		notation).		ns from a		
	follow is the	9.	that songs can		to each	12	.to sing, rap or play		leader.		
	leader of the		make them feel		other.		with clarity and	7.	that you		
	conductor.		different things eg	8.	to play any		confidence.		can use		
10	. about the		happy, energetic		one, or all	13	.to record a		some of		
	instruments		or sad.		four,		performance and say		the riffs		
	used in class	10.	. that when		differentiate		how they were		and licks		
	(a		someone		d parts on a		feeling, what they		they have		
	glockenspiel,		improvises, they		tuned		were pleased with		heard in		
	recorder or		make up their own		instrument –		and what they would		their		
l		1		Ì		1		Ī		1	

a one-note,

change and why.

xylophone).

tune that belongs

11. to treat to them that has simple or improvisa instruments not been heard or medium part tions.	
with care and written down or the 8. to plan	
respect. before. melody of and	
12. that	
improvisation can be to one from section of	
Is making up person or to each memory or music	
your own other and does not using that can	
tunes on the need to be to a notation. be	
spot. huge audience. 9. that using performe	
13. that a 12. to communicate one or two d within	
composition is the meaning of the notes the	
music that is words and clearly confidently context	
created by articulate them. is better of the	
someone and than using Unit	
kept in some five. song.	
way so that it 10. to listen to 9. to talk	
can be played and reflect about	
or performed upon the how the	
again to an developing compositi	
audience. composition on was	
14. to help create and make created.	
at least one musical 10. that a	
simple melody decisions performa	
using one, about pulse, nce can	
three or all rhythm, be for a	
five different pitch, special	
notes. dynamics occasion	
15. that and tempo. and	
performing is 11. that you involve	
sharing music need to an	
with an know and audience	
audience. have including	
16. to choose planned people people	
what to everything they do	
perform and that will be not know.	
create a performed. 11. to	
programme. evaluate	

Voor F	Livin' on a Prayer	Classroom Jazz 1	To Make You	Fresh Prince of Bel-Air	musically the success of, and improve ments for, their performa nce. Dancing in	Reflect, Rewind and Replay
Year 5	Children will learn:	Children will learn:	Feel My Love	Children will learn:	the Street	Children will learn:
	1. a song from	1. a new song from	Children will	1. a new song from	Children will	1. how pulse, rhythm, pitch,
	memory, who sang or wrote it, when it was written and why? the style of the song and the name other songs from the Units in those styles. to talk about the song (musical characteristics that give the songs their style). to talk about the lyrics: what the song is about.	memory, who sang or wrote it, when it was written and why? 2. the style of the songs and the name other songs from the Units in those styles. 3. to talk about any musical dimensions featured in the song and where they are used (texture, dynamics,	learn: 1. a new song from memory, who sang or wrote it, when it was written and why? 2. the style of the songs and the name other songs from the Units in those styles. 3. to name some of the instruments used in the songs. 4. to listen carefully and respectfully to other people's	memory, who sang or wrote it, when it was written and why? the style of the songs and the name other songs from the Units in those styles. to talk about the historical context of the songs and what else was going on at this time. to talk about the musical dimensions working together in the Unit songs. what tempo is. what dynamics is. to sing in unison, the solo, lead vocal, backing vocals or rapping. to experience rapping and solo singing. to rehearse and perform their part	learn: 1. a new song from memory, who sang or wrote it, when it was written and why? 2. the style of the	tempo, dynamics, texture and structure work together and how they connect in a song. 2. about the meaning of the lyrics of the song and what it is about. 3. to sing with awareness of

5.	to identify and		musically in each		thoughts		within the context of		them	thoughts and feelings about
	move to the		of them, their		about the		the Unit song.		feel.	the song/music.
	pulse with ease.		similarities and		music.	10.	that if they are	4.	what	
6.	to think about		differences.	5.	to use		improvising using the		texture is.	
	the message of	6.	what rhythm is.		musical		notes they are given,	5.	what	
	song.	7.	musical leadership		words when		they cannot make a		structure	
7.	what pulse is.		by creating musical		talking		mistake.		is.	
8.	how to keep		ideas for the group		about the	11.	to record the	6.	to know	
	the internal		to copy and		songs.		composition in any		the	
	pulse.		respond to.	6.	what pitch		way appropriate that		importan	
9.	to sing a song	8.	what the song is		is.		recognises the		ce of	
	with a strong		about and what	7.	to talk about		connection between		warming	
	internal pulse.		the lyrics mean.		a song's		sound and symbol (eg		up their	
10.	to sing in	9.	to listen to the		main		graphic/pictorial		voice.	
	unison and		group when		features.		notation).	7.	to listen	
	backing vocals.		singing.	8.	to follow a	12.	to sing, rap or play		to each	
11.	to explore	10.	to demonstrate a		leader when		with clarity and		other	
	singing solo.		good singing		singing.		confidence.		when	
12.	different ways		posture.	9.	the notes C,	13.	to record a		singing.	
	of writing down	11.	that when		D, E, F, G, A,		performance and	8.	to be	
	music – eg staff		someone		B + C on the		compare it to a		aware of	
	notation,		improvises, they		treble stave.		previous		how they	
	symbols.		make up their own	10.	to select and		performance.		fit into	
13.	to play a		tune that belongs		learn an				the group	
	musical		to them that has		instrumental				when	
	instrument with		not been heard or		part that				singing.	
	the correct		written down		matches			9.	to listen	
	techniques		before.		their musical				to and	
		12.	to identify the		challenge,				follow	
	context of the		keynote or home		using one of				musical	
	Unit song.		note and the		the				instructio	
14.	that		structure of the		differentiate				ns from a	
	improvisation Is		melody.		d parts – a				leader.	
		13.	that a performance		one-note,			10.	that you	
	own tunes on		can be to one		simple or				can use	
	the spot.		person or to each		medium part				some of	
15.	that a		other and does not		or the				the riffs	
	composition is				melody of				they have	

music that is	need to be to a	the song	he	eard in
created by	huge audience.	from		eir
someone and	14. to communicate	memory or		provisa
kept in some	the meaning of the	using		ons.
way so that it	words and clearly	notation.	11. th	
can be played	articulate them.	11. that using		erforma
or performed		one or two	I -	e can
again to an		notes	be	e for a
audience.		confidently	sp	ecial
16. to create		is better	I -	ccasion
simple		than using	an	nd
melodies using		five.	in	volve
up to five		12. that	an	ı
different notes		notation is	au	ıdience
and simple		the	ind	cluding
rhythms that		connection	pe	eople
work musically		between	th	ey do
with the style		sound and	nc	ot know.
of the Unit		symbol.	12. to	
song.		13. to listen to	ev	raluate
17. that performing		and reflect	m m	usically
is sharing music		upon the	th	e
with an		developing	su	ccess
audience with		composition	of	, and
belief.		and make	im	prove
18. to choose what		musical		ents
to perform and		decisions	fo	r, their
create a		about how	pe	erforma
programme.		the melody	nc	e.
		connects		
		with the		
		song.		
		14. that		
		everything		
		to be		
		performed		
		must be		

			planned and learned.			
Year 6	Нарру	Classroom Jazz 2	A New Year	You've Got A Friend	Music and	Reflect, Rewind and Replay
	Children will learn:	Children will learn:	Carol	Children will learn:	Me	Children will learn:
	 a song from memory, who sang or wrote it, when it was written and why? the style of the song and the name other songs from the Units in those 	 a new song from memory, who sang or wrote it, when it was written and why? the style of the songs and the name other songs from the Units in those styles. to talk about any 	Children will learn: 1. a new song from memory, who sang or wrote it, when it was written and why? 2. the style of	 a new song from memory, who sang or wrote it, when it was written and why? the style of the songs and the name other songs from the Units in those styles. to talk about the historical context of the songs and what 	Children will learn: 1. a new song from memory, who sang or wrote it, when it was written	 how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. about the meaning of the lyrics of the song and what it is about. to sing with awareness of being in tune. about the instruments they might play or be played in a
	styles. 3. to talk about the style indicators of the song (musical characteristics	musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm,	the songs and the name other songs from the Units in those styles. 3. to name	else was going on at this time, musically and historically. 4. to talk about the musical dimensions working together in the Unit songs.	and why? 2. the style of the songs and the name other songs	 band or orchestra or by their friends. 5. to lead a rehearsal session. 6. about three well-known improvising musicians. 7. that a composition has pulse, rhythm and pitch that work
	that give the songs their style) 4. to talk about the lyrics: what the song is about. 5. to identify and move to the pulse with ease.	pitch and timbre). 4. to identify the structure of the song (intro, verse, chorus etc.). 5. to compare two songs in the same style, talking about what stands out musically in each	some of the instruments used in the songs. 4. to listen carefully and respectfully to other people's thoughts	 what tempo is. what dynamics is. to sing in unison, the solo, lead vocal, backing vocals or rapping. to experience rapping and solo singing. to rehearse and perform their part 	from the Units in those styles. 3. to know and talk about that fact that we each have	together and are shaped by tempo, dynamics, texture and structure. 8. that a performance is planned and different for each occasion. 9. that a performance involves communicating ideas, thoughts and feelings about the song/music.
	6. to think about the message of song.7. what pulse is.	of them, their similarities and differences. 6. what rhythm is. 7. musical leadership by creating musical	about the music. 5. to use musical words when	within the context of the Unit song. 10. that if they are improvising using the notes they are given,	a musical identity. 4. to talk about the music and how	

8.	how to keep		ideas for the group		talking about		they cannot make a		it makes
	the internal		to copy and		the songs.		mistake.		them
	pulse.		respond to.	6.	what pitch is.	11.	to record the		feel,
9.	to sing a song	8.	the style of a song	7.	to talk about		composition in any		using
	with a strong		so they can		a song's		way appropriate that		musical
	internal pulse.		represent the		main		recognises the		language
10.	to sing in unison		feeling and context		features.		connection between		to
	and backing		to the audience.	8.	to follow a		sound and symbol (eg		describe
	vocals.	9.	to demonstrate a		leader when		graphic/pictorial		the
11.	different ways		good singing		singing.		notation).		music.
	of writing down		posture.	9.	the notes C,	12.	to sing, rap or play	5.	what
	music – eg staff	10.	that when		D, E, F, G, A,		with clarity and		texture is.
	notation,		someone		B + C on the		confidence.	6.	what
	symbols.		improvises, they		treble stave.	13.	to record a		structure
12.	to play a		make up their own	10.	to select and		performance and		is.
	musical		tune that belongs		learn an		compare it to a	7.	to know
	instrument with		to them that has		instrumental		previous		the
	the correct		not been heard or		part that		performance.		importan
	techniques		written down		matches				ce of
	within the		before.		their musical				warming
	context of the	11.	to identify the		challenge,				up their
	Unit song.		keynote or home		using one of				voice.
13.	that		note and the		the			8.	to listen
	improvisation Is		structure of the		differentiate				to each
	making up your		melody.		d parts – a				other
	own tunes on	12.	that a		one-note,				when
	the spot.		performance can		simple or				singing.
14.	that a		be to one person		medium part			9.	to be
	composition is		or to each other		or the				aware of
	music that is		and does not need		melody of				how they
	created by		to be to a huge		the song				fit into
	someone and		audience.		from				the group
	kept in some	13.	to communicate		memory or				when
	way so that it		the meaning of the		using				singing.
	can be played		words and clearly		notation.			10.	to listen
	or performed		articulate them.	11.	that using				to and
	again to an				one, two or				follow
	audience.				three notes				musical

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	15. to create simple	confidently is	instructio
	melodies using	better than	ns from a
	up to five	using five.	leader.
	different notes	12. that notation	11. that you
	and simple	is the	can use
	rhythms that	connection	some of
	work musically	between	the riffs
	with the style of	sound and	and licks
	the Unit song.	symbol.	they have
	16. that performing	13. to listen to	learned in
	is sharing music	and reflect	their
	with an	upon the	improvisa
	audience with	developing	tions.
	belief.	composition	12. that a
	17. to choose what	and make	performa
	to perform and	musical	nce can
	create a	decisions	be for a
	programme.	about how	special
		the melody	occasion
		connects	and
		with the	involve
		song.	an
		14. that	audience
		everything to	including
		be	people
		performed	they do
		must be	not know.
		planned and	13. to
		learned.	evaluate
			musically
			the
			success
			of, and
			improve
			ments
			for, their
			performa
			nce.
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