

Music Long- term Overview 25/26	AUTUMN	SPRING	SUMMER		
Nursery	<ol> <li>Children will learn:         <ol> <li>that music can touch your feeling</li> <li>to be able to match music to pictures/visual resources.</li> </ol> </li> <li>some songs.</li> <li>to sing familiar songs.</li> <li>to create vocal sounds in games stories.</li> </ol>	<ul><li>e.g. scratchy sound, soft sound.</li><li>to sing familiar songs and make their own changes.</li><li>to play along to the beat of the song</li></ul>	<ol> <li>Children will learn:         <ol> <li>to identify and match an instrumental sound e.g. hear a shaker and indicate that they understand it is a shaker.</li> <li>to create their own songs with beginning and end.</li> <li>to play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).</li> </ol> </li> <li>to add sound effects to stories using instruments.</li> </ol>		
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. nursery rhymes. 4. to perform nursery rhymes.	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. 4. to perform any nursery rhyme by singing and adding actions or dance.	rhymes 2. to sing along to a backing off by track.		

4. to perform any		singing and adding		nursery	5.	to perform any		songs	5.	to record the performance
nursery rhyme		actions or dance.		rhymes.		nursery rhyme or		from		and talk about it.
by singing and	5.	to perform any	4.	to perform		song adding a simple		memory.		
adding actions		nursery rhyme or		any nursery		instrumental part.	3.	the		
or dance.		song adding a		rhyme by	6.	that songs have		stories of		
5. to perform any		simple		singing and		sections.		some of		
nursery rhyme		instrumental part.		adding				the		
or song adding	6.	to enjoy moving to		actions or				nursery		
a simple		music by dancing,		dance.				rhymes.		
instrumental		marching, being	5.	to perform			4.	to		
part.		animals or pop		any nursery				perform		
6. that music can		stars.		rhyme or				any		
touch your				song adding				nursery		
feelings.				a simple				rhyme by		
7. that a				instrumental				singing		
performance is				part.				and		
sharing music.			6.	that they can				adding		
				move with				actions or		
				the pulse of				dance.		
				the music.			5.	to		
								perform		
								any		
								nursery		
								rhyme or		
								song		
								adding a		
								simple		
								instrume ntal part.		
							6	that the		
							υ.	words of		
								songs can		
								tell		
								stories		
								and paint		
								pictures.		
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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
	<ol><li>what the song</li></ol>	Children will learn:	1. a song by	2. what the song is	learn:	using one of the
	is about.	<ol> <li>a song by heart.</li> </ol>	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 mu with other people, calle an audience.	ic				
Year 2  Hands, Feet, He Children will lea 1. a song by he 2. to confidentl sing a song from memor 3. that some songs have a chorus or a response/an er part. 4. that unison is everyone singing at the same time. 5. that music ha steady pulse, like a heartbeat. 6. the names of the notes in their instrumental part from memory or when writter down. 7. that improvisation making up yo own tunes of the spot.	n: Children will learn: rt. 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	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.

	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.	
V 2	Lat Your Spirit Ele	Glockopeniel 1	necessary.	The Dragen Song Children	Bringing He	Poffeet Powind and Ponley
Year 3	Let Your Spirit Fly 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 the song is about.	Glockenspiel 1 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 they are used	Three Little Birds 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	<ul> <li>The Dragon Song Children will learn:</li> <li>1. a song from memory and who sang or wrote it.</li> <li>2. the style of the song.</li> <li>3. to sing in unison and in simple two-parts.</li> <li>4. to demonstrate a good singing posture.</li> <li>5. to follow a leader when singing.</li> </ul>	Bringing Us Together Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song.	<ul> <li>Reflect, Rewind and Replay</li> <li>Children will learn:</li> <li>1. how pulse, rhythm and pitch work together.</li> <li>2. the difference between a musical question and an answer.</li> <li>3. to think about what the words of a song mean.</li> <li>4. to know why they must warm up their voice.</li> <li>5. to sing with awareness of being in tune.</li> </ul>

- 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.
- 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).
  - 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		notes		how the	
	composition is		confidently		compositi	
	music that is		is better		on was	
	created by		than using		created.	
	someone and		five.		8. that a	
	kept in some		8. to listen to		performa	
	way so that it		and reflect		nce can	
	can be played		upon the		be for a	
	or performed		developing		special	
	again to an		composition		occasion	
	audience.		and make		and	
	15. to help create		musical		involve	
	at least one		decisions		an	
	simple melody		about pulse,		audience	
	using one, three		rhythm,		including	
	or all five		pitch,		people	
	different notes.		dynamics		they do	
	16. that performing		and tempo.		not	
	is sharing music		9. that you		know.	
	with an		need to		i i i i i i i i i i i i i i i i i i i	
	audience.		know and			
	17. to choose what		have			
	to perform and		planned			
	create a		everything			
	programme.		that will be			
	p8		performed.			
Year 4	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me Children will	Blackbird	Reflect, Rewind and Replay
i cai 4	Children will learn:	Children will learn:	Children will	learn:	Children will	Children will learn:
	1. a song from	1. a song from	learn:	1. a song from memory	learn:	1. how pulse, rhythm and pitch
	memory and	memory and who	1. a song from	and who sang or	1. a song	work together.
	who sang or	sang or wrote it.	memory and	wrote it.	from	2. about the meaning of the
	wrote it.	2. the style of the	who sang or	2. the style of the song.	memory	lyrics of the song and what it
	2. the style of	song.	wrote it.	3. that a solo singer	and who	is about.
	the song.	3. to talk about any	2. the style of	makes a thinner	sang or	3. to know why they must warm
	3. to talk about	musical	the song.	'texture' than a large	wrote it.	up their voice.
	some of the	dimensions	3. to name	group.		4. to sing with awareness of
	style	featured in the	some of the	4. to sing in unison and	of the	being in tune.
	indicators of	songs and where	instruments	in simple two-parts.	song.	
			· · · · · ·	1 1		1

Ī		the songs		they are used		used in the	5.	to demonstrate a
		(musical		(texture, dynamics,		songs.		good singing posture.
		characteristics		tempo, rhythm and	4.	to listen	6.	to follow a leader
		that give the		pitch).		carefully and		when singing.
		songs their	4.	to identify the		respectfully	7.	to enjoy exploring
		style).		main sections of		to other		solo singing.
	4.	to talk about		the song (intro,		people's	8.	to rehearse and
		the lyrics:		verse, chorus etc.).		thoughts		perform their part
		what the song	5.	to talk about the		about the		within the context of
		is about.		musical		music.		the Unit song.
	5.	to confidently		dimensions	5.	to try to use	9.	that if they are
		identify and		working together		musical		improvising using the
		move to the		in the Unit songs		words when		notes they are given,
		pulse.		eg if the song gets		talking		they cannot make a
	6.	what pulse is.		louder in the		about the		mistake.
	7.	how to find		chorus (dynamics).		songs.	10	different ways of
		and keep the	6.	what rhythm is –	6.	'		recording
		internal pulse		the long and short		<ul><li>high and</li><li>.</li></ul>		compositions (letters
		– the		patterns over the		low sounds		names, symbols,
		heartbeat of	_	pulse.		that create		audio, etc).
		the music.	7.	the difference	_	melodies.	11	.to record the
	8.	that singing in		between pulse and	7.	0 0		composition in any
		a group can		rhythm.		as part of an		way appropriate that
		be called a	8.	musical leadership		ensemble or		recognises the
		choir.		by creating musical		large group		connection between
	9.	that a person		ideas for the group		is fun, but		sound and symbol (eg
		who the choir		to copy and		that they must listen		graphic/pictorial
		or group follow is the	_	respond to.		to each	17	notation).
		leader of the	9.	that songs can make them feel		other.	12	.to sing, rap or play
		conductor.			0			with clarity and confidence.
	10	about the		different things eg	8.	to play any one, or all	12	.to record a
	10.	instruments		happy, energetic or sad.		four,	13	performance and say
		used in class	10	that when		differentiate		how they were
		(a	10.	someone		d parts on a		feeling, what they
		glockenspiel,		improvises, they		tuned		were pleased with
		Biockerispiel,		improvises, they		tarica		Were picasea with

make up their own

tune that belongs

instrument -

a one-note,

recorder or

xylophone).

about other instruments they might play or be played in a band or orchestra or by their friends.

3. to talk

about the

music and how

it makes

them feel,

using

to

the music.

4. to rejoin

musical

language

describe

the song

if lost.

to the group

when

6. to listen

and what they would

change and why.

singing.

to and follow

musical

leader. 7. that you

> can use some of

the riffs

and licks

they have

heard in

their

instructio ns from a

5. to listen

- to experience leading the playing by making sure everyone plays in the playing section of the song.
- 7. that a performance is planned and different for each occasion.
- 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.

11. to treat to them that has instruments not been heard or with care and respect. before. simple or medium part tions.  11. to treat to them that has simple or medium part tions.  12. to treat to them that has simple or medium part tions.  13. to treat to them that has simple or medium part tions.  14. to treat to them that has medium part tions.  15. to plan and	
with care and written down or the 8. to plan respect. before. melody of and	
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	
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	
what to everything they do	
perform and that will be not know.	
create a performed. 11. to	
programme. evaluate	

Voor E	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
	-	Children will learn:	Feel My Love	Children will learn:	the Street	Children will learn:
		1. a new song from	Children will	1. a new song from	Children will	1. how pulse, rhythm, pitch,
2.	memory, who sang or wrote it, when it was written and why?  Ithe style of the song and the name other songs from the Units in those styles.  Ito talk about the style indicators of the song (musical characteristics that give the songs their style).  Ito talk about the lyrics: what	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, tempo, rhythm and pitch).  4. to identify the main sections of the song (intro, verse, chorus etc.).  5. to compare two songs in the same	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	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 the historical context of the songs and what else was going on at this time.  4. to talk about the musical dimensions working together in the Unit songs.  5. what tempo is.  6. what dynamics is.  7. to sing in unison, the solo, lead vocal, backing vocals or rapping.  8. to experience rapping and solo singing.	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 talk about the music	tempo, dynamics, texture and structure work together and how they connect in a song.  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 band or orchestra or by their friends.  to lead a rehearsal session.  about three well-known improvising musicians.  that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  that a performance is planned and different for each occasion.  that a performance involves communicating ideas,
4.	to talk about the lyrics: what the song is	the song (intro, verse, chorus etc.). 5. to compare two	songs. 4. to listen carefully and	backing vocals or rapping.  8. to experience rapping	styles. 3. to talk about the	<ul><li>8. that a performand different occasion.</li><li>9. that a performant occasion.</li></ul>

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		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		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,		to record a		singing.	
	U	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	
	within the	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.	
	making up your	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	heard in
created by	huge audience.	from	their
someone and	14. to communicate	memory or	improvisa
kept in some	the meaning of the	using	tions.
way so that it	words and clearly	notation.	11. that a
can be played	articulate them.	11. that using	performa
or performed		one or two	nce can
again to an		notes	be for a
audience.		confidently	special
16. to create		is better	occasion
simple		than using	and
melodies using		five.	involve
up to five		12. that	an
different notes		notation is	audience
and simple		the	including
rhythms that		connection	people
work musically		between	they do
with the style		sound and	not know.
of the Unit		symbol.	12. to
song.		13. to listen to	evaluate
17. that performing		and reflect	musically
is sharing music		upon the	the
with an		developing	success
audience with		composition	of, and
belief.		and make	improve
18. to choose what		musical	ments
to perform and		decisions	for, their
create a		about how	performa
programme.		the melody	nce.
		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:
	1. a song from		Children will	1. a new song from	Children will	1. how pulse, rhythm, pitch,
	memory, who	memory, who sang	learn:	memory, who sang or	learn:	tempo, dynamics, texture and
	sang or wrote	1	1. a new song	wrote it, when it was	1. a new	structure work together to
	it, when it was	was written and	from	written and why?	song	create a song or music.
	written and	why?	memory,	2. the style of the songs	from	2. about the meaning of the
	why?	2. the style of the	who sang or	and the name other	memory,	lyrics of the song and what it
	2. the style of the	songs and the	wrote it,	songs from the Units	who sang	is about.
	song and the	name other songs from the Units in	when it was	in those styles.  3. to talk about the	or wrote	3. to sing with awareness of
	name other		written and	historical context of	it, when it	being in tune. 4. about the instruments they
	songs from the Units in those	those styles.	why? 2. the style of		was written	,
	styles.	to talk about any     musical	2. the style of the songs	the songs and what	and why?	might play or be played in a band or orchestra or by their
	3. to talk about	dimensions	and the	else was going on at this time, musically	2. the style	friends.
	the style	featured in the	name other	and historically.	of the	5. to lead a rehearsal session.
	indicators of	song and where	songs from	4. to talk about the	songs and	6. about three well-known
	the song	they are used	the Units in	musical dimensions	the name	improvising musicians.
	(musical	(texture, dynamics,	those styles.	working together in	other	7. that a composition has pulse,
	characteristics		3. to name	the Unit songs.	songs	rhythm and pitch that work
	that give the	pitch and timbre).	some of the	5. what tempo is.	from the	together and are shaped by
	songs their	4. to identify the	instruments	6. what dynamics is.	Units in	tempo, dynamics, texture and
	style)	structure of the	used in the	7. to sing in unison, the	those	structure.
	4. to talk about	song (intro, verse,	songs.	solo, lead vocal,	styles.	8. that a performance is planned
	the lyrics: what		4. to listen	backing vocals or	3. to know	and different for each
	the song is	5. to compare two	carefully and	rapping.	and talk	occasion.
	about.	songs in the same	respectfully	8. to experience rapping	about	9. that a performance involves
	5. to identify and	style, talking about	to other	and solo singing.	that fact	communicating ideas,
	move to the	what stands out	people's	9. to rehearse and	that we	thoughts and feelings about
	pulse with ease.	musically in each	thoughts	perform their part	each have	the song/music.
	6. to think about	of them, their	about the	within the context of	a musical	G.
	the message of	similarities and	music.	the Unit song.	identity.	
	song.	differences.	5. to use	10. that if they are	4. to talk	
	7. what pulse is.	6. what rhythm is.	musical	improvising using the	about the	
		7. musical leadership	words when	notes they are given,	music	
		by creating musical			and how	

									1	
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.		•	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	

	6.1		
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.	