



Music Long-term Overview 25/26	AUTUMN		SPRING		SUMMER	
Nursery	Children will learn: <ol style="list-style-type: none"> 1. that music can touch your feelings. 2. to be able to match music to pictures/visual resources. 3. some songs. 4. to sing familiar songs. 5. to create vocal sounds in games and stories. 		Children will learn: <ol style="list-style-type: none"> 1. to describe the sound of instruments e.g. scratchy sound, soft sound. 2. to sing familiar songs and make their own changes. 3. 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. 4. 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. 5. that a performance is sharing music. 		Children will learn: <ol style="list-style-type: none"> 1. to identify and match an instrumental sound e.g. hear a shaker and indicate that they understand it is a shaker. 2. to create their own songs with beginning and end. 3. to play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). 4. to add sound effects to stories using instruments. 	
Reception	Me! Children will learn: <ol style="list-style-type: none"> 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. 	My Stories Children will learn: <ol style="list-style-type: none"> 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 	Everyone! Children will learn: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 	Big Bear Funk Children will learn: <ol style="list-style-type: none"> 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple 	Reflect, Rewind and Replay Children will learn: <ol style="list-style-type: none"> 1. to sing along to a pre-recorded song and add actions. 2. to sing along to a backing track. 3. to perform any nursery rhyme by singing and adding actions or dance. 4. to perform any nursery rhyme or song adding a simple instrumental part.

	<p>4. to perform any nursery rhyme by singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that music can touch your feelings.</p> <p>7. that a performance is sharing music.</p>	<p>singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. to enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>nursery rhymes.</p> <p>4. to perform any nursery rhyme by singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that they can move with the pulse of the music.</p>	<p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that songs have sections.</p>	<p>songs from memory.</p> <p>3. the stories of some of the nursery rhymes.</p> <p>4. to perform any nursery rhyme by singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that the words of songs can tell stories and paint pictures.</p>	<p>5. to record the performance and talk about it.</p>
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Year 1	Hey You Children will learn: <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. to the sound and the names of some of the instruments they use. 5. that music has a steady pulse, like a heartbeat. 6. the names of the notes in their instrumental part from memory or when written down. 7. that improvisation is making up your own tunes on the spot. 8. that composing is like writing a story. 9. that everyone can compose. 	Rhythm In The Way We Walk and The Banana Rap Children will learn: <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. that we can create rhythms from words, our names, favourite food, colours, animals. 5. the names of the instruments they are playing. 6. to treat instruments carefully with respect. 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. to help create a simple melody using one, two or three notes. 	In The Groove Children will learn: <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. how they can enjoy moving to music by dancing, marching, being animals or pop stars. 5. to play a tuned instrumental part with the song they perform. 6. how the notes of the composition can be written down and changed if necessary. 	Round and Round Children will learn: <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. about voices, singing notes of different pitches (high and low). 5. that they can make different types of sounds with their voices – they can rap or say words with rhythm). 6. to perform a song they have chosen and learned. 	Your Imagination Children will learn: <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. to start and stop singing when following a leader. 5. to listen to and follow musical instructions from a leader. 	Reflect, Rewind and Replay Children will learn: <ol style="list-style-type: none"> 1. to play an instrumental part using one of the differentiated parts (a one-note part, a simple part, medium part). 2. that everyone can improvise. 3. to add their ideas to the performance. 4. to record the performance and say how they were feeling about it.
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	10. that performing is sharing music with other people, called an audience.					
Year 2	Hands, Feet, Heart Children will learn: <ol style="list-style-type: none"> 1. a song by heart. 2. to confidently sing a song from memory. 3. that some songs have a chorus or a response/answer part. 4. that unison is everyone singing at the same time. 5. that music has a steady pulse, like a heartbeat. 6. the names of the notes in their instrumental part from memory or when written down. 7. that improvisation is making up your own tunes on the spot. 	Ho, Ho, Ho Children will learn: <ol style="list-style-type: none"> 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 percussion instruments played in class. 7. to treat instruments carefully with respect. 8. that when someone improvises, they make up their own tune that belongs to them that has not been heard or 	I Wanna Play in a Band Children will learn: <ol style="list-style-type: none"> 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 	Zootime Children will learn: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. a song by heart. 2. to confidently 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 instructions from a leader. 5. that a performance can be for a 	Reflect, Rewind and Replay Children will learn: <ol style="list-style-type: none"> 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 necessary.		special occasion and involve a class, a year group or a whole school.	
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	The Dragon Song 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. 5. to follow a leader when singing.	Bringing Us Together Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song.	Reflect, Rewind and Replay Children will learn: 1. how pulse, rhythm and pitch work together. 2. the difference between a musical question and an answer. 3. to think about what the words of a song mean. 4. to know why they must warm up their voice. 5. to sing with awareness of being in tune.

	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. 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. 9. 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, differentiated 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. 7. to rehearse and perform their part within the context of the Unit song. 8. that if they are improvising using the notes they are given, they cannot make a mistake. 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 awareness of the pulse internally when singing. 5. to listen to and follow musical instructions from a leader. 6. to plan and create a section of music that can be performed 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. 8. to talk about the best place to be when performing and how to stand or sit.
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	<p>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.</p> <p>15. to help create at least one simple melody using one, three or all five different notes.</p> <p>16. that performing is sharing music with an audience.</p> <p>17. to choose what to perform and create a programme.</p>		<p>notes confidently is better than using five.</p> <p>8. to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>9. that you need to know and have planned everything that will be performed.</p>		<p>how the composition was created.</p> <p>8. that a performance can be for a special occasion and involve an audience including people they do not know.</p>	
Year 4	<p>Mamma Mia Children will learn:</p> <ol style="list-style-type: none"> 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 	<p>Glockenspiel 2 Children will learn:</p> <ol style="list-style-type: none"> 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 	<p>Stop! Children will learn:</p> <ol style="list-style-type: none"> 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to name some of the instruments 	<p>Lean On Me Children will learn:</p> <ol style="list-style-type: none"> 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. 	<p>Blackbird Children will learn:</p> <ol style="list-style-type: none"> 1. a song from memory and who sang or wrote it. 2. the style of the song. 	<p>Reflect, Rewind and Replay Children will learn:</p> <ol style="list-style-type: none"> 1. how pulse, rhythm and pitch work together. 2. about the meaning of the lyrics of the song and what it is about. 3. to know why they must warm up their voice. 4. to sing with awareness of being in tune.

	<p>the songs (musical characteristics that give the songs their style).</p> <ol style="list-style-type: none"> to talk about the lyrics: what the song is about. to confidently identify and move to the pulse. what pulse is. how to find and keep the internal pulse – the heartbeat of the music. that singing in a group can be called a choir. that a person who the choir or group follow is the leader of the conductor. about the instruments used in class (a glockenspiel, recorder or xylophone). 	<p>they are used (texture, dynamics, tempo, rhythm and pitch).</p> <ol style="list-style-type: none"> to identify the main sections of the song (intro, verse, chorus etc.). to talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). what rhythm is – the long and short patterns over the pulse. the difference between pulse and rhythm. musical leadership by creating musical ideas for the group to copy and respond to. that songs can make them feel different things eg happy, energetic or sad. that when someone improvises, they make up their own tune that belongs 	<p>used in the songs.</p> <ol style="list-style-type: none"> to listen carefully and respectfully to other people's thoughts about the music. to try to use musical words when talking about the songs. what pitch is – high and low sounds that create melodies. that singing as part of an ensemble or large group is fun, but that they must listen to each other. to play any one, or all four, differentiated parts on a tuned instrument – a one-note, 	<ol style="list-style-type: none"> to demonstrate a good singing posture. to follow a leader when singing. 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. different ways of recording compositions (letters names, symbols, audio, etc). 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. to record a performance and say how they were feeling, what they were pleased with and what they would change and why. 	<ol style="list-style-type: none"> to talk about the music and how it makes them feel, using musical language to describe the music. to rejoin the song if lost. to listen to the group when singing. to listen to and follow musical instructions from a leader. that you can use some of the riffs and licks they have heard in their 	<ol style="list-style-type: none"> about other instruments they might play or be played in a band or orchestra or by their friends. to experience leading the playing by making sure everyone plays in the playing section of the song. 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.
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	<p>11. to treat instruments with care and respect.</p> <p>12. that improvisation is making up your own tunes on the spot.</p> <p>13. 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.</p> <p>14. to help create at least one simple melody using one, three or all five different notes.</p> <p>15. that performing is sharing music with an audience.</p> <p>16. to choose what to perform and create a programme.</p>	<p>to them that has not been heard or written down before.</p> <p>11. that a performance can be to one person or to each other and does not need to be to a huge audience.</p> <p>12. to communicate the meaning of the words and clearly articulate them.</p>	<p>simple or medium part or the melody of the song from memory or using notation.</p> <p>9. that using one or two notes confidently is better than using five.</p> <p>10. to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>11. that you need to know and have planned everything that will be performed.</p>		<p>improvisations.</p> <p>8. to plan and create a section of music that can be performed within the context of the Unit song.</p> <p>9. to talk about how the composition was created.</p> <p>10. that a performance can be for a special occasion and involve an audience including people they do not know.</p> <p>11. to evaluate</p>	
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					musically the success of, and improve ments for, their performance.	
Year 5	Livin' on a Prayer Children will learn: <ol style="list-style-type: none"> 1. a song from memory, who sang or wrote it, when it was written and why? 2. the style of the song and the name other songs from the Units in those styles. 3. to talk about the style indicators of the song (musical characteristics that give the songs their style). 4. to talk about the lyrics: what the song is about. 	Classroom Jazz 1 Children will learn: <ol style="list-style-type: none"> 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 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 style, talking about what stands out 	To Make You Feel My Love Children will learn: <ol style="list-style-type: none"> 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 	Fresh Prince of Bel-Air Children will learn: <ol style="list-style-type: none"> 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 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. 9. to rehearse and perform their part 	Dancing in the Street Children will learn: <ol style="list-style-type: none"> 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 and how it makes 	Reflect, Rewind and Replay Children will learn: <ol style="list-style-type: none"> 1. how pulse, rhythm, pitch, 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 being in tune. 4. about the instruments they might play or be played in a 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 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,

	5. to identify and move to the pulse with ease. 6. to think about the message of song. 7. what pulse is. 8. how to keep the internal pulse. 9. to sing a song with a strong internal pulse. 10. to sing in unison and backing vocals. 11. to explore singing solo. 12. different ways of writing down music – eg staff notation, symbols. 13. to play a musical instrument with the correct techniques within the context of the Unit song. 14. that improvisation is making up your own tunes on the spot. 15. that a composition is	musically in each of them, their similarities and differences. 6. what rhythm is. 7. musical leadership by creating musical ideas for the group to copy and respond to. 8. what the song is about and what the lyrics mean. 9. to listen to the group when singing. 10. to demonstrate a good singing posture. 11. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before. 12. to identify the keynote or home note and the structure of the melody. 13. that a performance can be to one person or to each other and does not	thoughts about the music. 5. to use musical words when talking about the songs. 6. what pitch is. 7. to talk about a song's main features. 8. to follow a leader when singing. 9. the notes C, D, E, F, G, A, B + C on the treble stave. 10. to 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	within the context of the Unit song. 10. that if they are improvising using the notes they are given, they cannot make a mistake. 11. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation). 12. to sing, rap or play with clarity and confidence. 13. to record a performance and compare it to a previous performance.	them feel. 4. what texture is. 5. what structure is. 6. to know the importance of warming up their voice. 7. to listen to each other when singing. 8. to be aware of how they fit into the group when singing. 9. to listen to and follow musical instructions from a leader. 10. that you can use some of the riffs they have	thoughts and feelings about the song/music.
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	<p>music that is created by someone and kept in some way so that it can be played or performed again to an audience.</p> <p>16. to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>17. that performing is sharing music with an audience with belief.</p> <p>18. to choose what to perform and create a programme.</p>	<p>need to be to a huge audience.</p> <p>14. to communicate the meaning of the words and clearly articulate them.</p>	<p>the song from memory or using notation.</p> <p>11. that using one or two notes confidently is better than using five.</p> <p>12. that notation is the connection between sound and symbol.</p> <p>13. to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>14. that everything to be performed must be</p>		<p>heard in their improvisations.</p> <p>11. that a performance can be for a special occasion and involve an audience including people they do not know.</p> <p>12. to evaluate musically the success of, and improve ments for, their performance.</p>	
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			planned and learned.			
Year 6	Happy Children will learn: <ol style="list-style-type: none"> 1. a song from memory, who sang or wrote it, when it was written and why? 2. the style of the song and the name other songs from the Units in those styles. 3. to talk about the style indicators of the song (musical characteristics 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. 6. to think about the message of song. 7. what pulse is. 	Classroom Jazz 2 Children will learn: <ol style="list-style-type: none"> 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 any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, 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 of them, their similarities and differences. 6. what rhythm is. 7. musical leadership by creating musical 	A New Year Carol Children will learn: <ol style="list-style-type: none"> 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 thoughts about the music. 5. to use musical words when 	You've Got A Friend Children will learn: <ol style="list-style-type: none"> 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 historical context of the songs and what else was going on at this time, musically and historically. 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. 9. to rehearse and perform their part within the context of the Unit song. 10. that if they are improvising using the notes they are given, 	Music and Me Children will learn: <ol style="list-style-type: none"> 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 know and talk about that fact that we each have a musical identity. 4. to talk about the music and how 	Reflect, Rewind and Replay Children will learn: <ol style="list-style-type: none"> 1. how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. 2. about the meaning of the lyrics of the song and what it is about. 3. to sing with awareness of being in tune. 4. about the instruments they might play or be played in a 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 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.

	<p>8. how to keep the internal pulse.</p> <p>9. to sing a song with a strong internal pulse.</p> <p>10. to sing in unison and backing vocals.</p> <p>11. different ways of writing down music – eg staff notation, symbols.</p> <p>12. to play a musical instrument with the correct techniques within the context of the Unit song.</p> <p>13. that improvisation is making up your own tunes on the spot.</p> <p>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.</p>	<p>ideas for the group to copy and respond to.</p> <p>8. the style of a song so they can represent the feeling and context to the audience.</p> <p>9. to demonstrate a good singing posture.</p> <p>10. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before.</p> <p>11. to identify the keynote or home note and the structure of the melody.</p> <p>12. that a performance can be to one person or to each other and does not need to be to a huge audience.</p> <p>13. to communicate the meaning of the words and clearly articulate them.</p>	<p>talking about the songs.</p> <p>6. what pitch is.</p> <p>7. to talk about a song's main features.</p> <p>8. to follow a leader when singing.</p> <p>9. the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>10. to 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.</p> <p>11. that using one, two or three notes</p>	<p>they cannot make a mistake.</p> <p>11. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).</p> <p>12. to sing, rap or play with clarity and confidence.</p> <p>13. to record a performance and compare it to a previous performance.</p>	<p>it makes them feel, using musical language to describe the music.</p> <p>5. what texture is.</p> <p>6. what structure is.</p> <p>7. to know the importance of warming up their voice.</p> <p>8. to listen to each other when singing.</p> <p>9. to be aware of how they fit into the group when singing.</p> <p>10. to listen to and follow musical</p>	
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	<p>15. to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>16. that performing is sharing music with an audience with belief.</p> <p>17. to choose what to perform and create a programme.</p>		<p>confidently is better than using five.</p> <p>12. that notation is the connection between sound and symbol.</p> <p>13. to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>14. that everything to be performed must be planned and learned.</p>		<p>instructions from a leader.</p> <p>11. that you can use some of the riffs and licks they have learned in their improvisations.</p> <p>12. that a performance can be for a special occasion and involve an audience including people they do not know.</p> <p>13. to evaluate musically the success of, and improvements for, their performance.</p>	
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