Music education nurtures the whole child. The learning experience encompasses exploration, experimentation, inspiration, challenge, evaluation, provocation, imagination and liberation. This is intrinsically motivating and leads to high levels of engagement and allows the development of collaborative and interpersonal skills. Cultural and historical understanding is reinforced and supports the development of responsible and ethical citizens.

<u>Intent</u>

Our Music education nurtures the whole child. The learning experience encompasses exploration, experimentation, inspiration, challenge, evaluation, provocation, imagination and liberation. This is intrinsically motivating and leads to high levels of engagement and allows the development of collaborative and interpersonal skills. Cultural and historical understanding is reinforced and supports the development of responsible and ethical citizens. There is a clear plan for progression through high quality teaching and assessment, taught through the areas of performing, composition, playing, games, listening and appraising, singing and improvisation. Our music teaching is fully inclusive and all children will be fully challenged, gaps will be identified and barriers to learning will be lifted.

Implementation

Weekly music lessons in each class will be led by a qualified teacher. Music is part of everyday school life and enjoyed across the curriculum. We use Charanga as the basis for our planning, teaching and assessment. Learning is enhanced through support from music specialists including the Norfolk Music Hub and vocal animateurs. Singing is an important part of our daily Collective Worship and our choir regularly perform to the local community and in county competitions and productions. We also offer peripatetic music lessons. Recorders and tuned and untuned percussion instruments are taught alongside composition and improvisation. All lessons begin with time to listen, reflect and appraise a piece of music which may come from any style or age of music. We hold regular concerts which allow children to learn and enjoy the art of performance.

Impact

Music is valued throughout our school and clearly evident as a joyous and exciting activity. Our children enjoy performing to each other, our community and beyond and the singing during Collective Worship is happy, enthusiastic and of a high quality. We use Charanga to support our planning and assessment across the school so formative and summative assessment analysis can be used to ensure good or better progression. Children in Reception are assessed against the EYFS framework. We support children who wish to have further instrument teaching and we celebrate musical achievements together.

Knowledge progression grid

Listen	and	App	raise

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To know 5 songs off by	To know five songs off	To know five songs	To know five songs	To know five songs	To know five songs
heart.	by heart.	from memory and who	from memory and who	from memory, who	from memory, who
To know what the	To know some songs	sang them or wrote	sang them or wrote	sang or wrote them,	sang or wrote them,
songs are about. To	have a chorus or a	them.	them. To know the	when they were	when they were
know and recognise	response/answer part.	To know the style of	style of the five songs.	written and, if possible,	written and why?
the sound and names	To know that songs	the five songs. To	To choose one song	why?	To know the style of
of some of the	have a musical style.	choose one song and	and be able to talk	To know the style of	the songs and to name
instruments they use.		be able to talk about: \circ	about:	the five songs and to	other songs from the
		Its lyrics: what the song	Some of the style	name other songs from	Units in those styles.
		is about \circ Any musical	indicators of that song	the Units in those	To choose three or
		dimensions featured in	(musical characteristics	styles.	four other songs and

the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song	that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.	To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context	be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this
		the instruments they heard in the songs \circ	historical context of the songs. What else

Games

Year One Year Two Year Three Year Four	Year Five Year Six
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To know that music has	To know that music has	Know how to find and	Know and be able to	Know and be able to	Know and be able to
a steady pulse, like a	a steady pulse, like a	demonstrate the pulse.	talk about: How pulse,	talk about:	talk about:
heartbeat.	heartbeat.	Know the difference	rhythm and pitch work	How pulse, rhythm,	How pulse, rhythm,
To know that we can	To know that we can	between pulse and	together Pulse: Finding	pitch, tempo,	pitch, tempo,
create rhythms from	create rhythms from	rhythm.	the pulse – the	dynamics, texture and	dynamics, texture and
words, our names,	words, our names,	Know how pulse,	heartbeat of the music	structure work	structure work
favourite food, colours	favourite food, colours	rhythm and pitch work	Rhythm: the long and	together and how they	together to create a
and animals.	and animals.	together to create a	short patterns over the	connect in a song	song or music
	Rhythms are different	song. Know that every	pulse Know the	How to keep the	How to keep the
	from the steady pulse.	piece of music has a	difference between	internal pulse Musical	internal pulse Musical
	We add high and low	pulse/steady beat.	pulse and rhythm	Leadership: creating	Leadership: creating
	sounds, pitch, when we	Know the difference	Pitch: High and low	musical ideas for the	musical ideas for the
	sing and play our	between a musical	sounds that create	group to copy or	group to copy or
	instruments.	question and an	melodies	respond to	respond to
		answer.	How to keep the		
			internal pulse Musical		
			Leadership: creating		
			musical ideas for the		
			group to copy or		
			respond to		

Singing

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To confidently sing or	To confidently know	To know and be able to	To know and be able to	To know and	To know and
rap five songs from	and sing five songs	talk about: Singing in a	talk about: Singing in a	confidently sing five	confidently sing five
memory and sing them	from memory.	group can be called a	group can be called a	songs and their parts	songs and their parts
in unison.	To know that unison is	choir	choir Leader or	from memory, and to	from memory, and to
	everyone singing at the	Leader or conductor: A	conductor: A person	sing them with a strong	sing them with a strong
	same time.	person who the choir	who the choir or group	internal pulse.	internal pulse.
	Songs include other	or group follow Songs	follow	To choose a song and	To know about the
	ways of using the voice	can make you feel	Songs can make you	be able to talk about: \circ	style of the songs so
		different things e.g.	feel different things	Its main features \circ	you can represent the

e.g. rapping (spoken word). To know why we need to warm up our voices.	happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice	feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance
				,

<u>Playing</u>

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Learn the names of the	Learn the names of the	To know and be able to	To know and be able to	To know and be able to	To know and be able to
notes in their	notes in their	talk about:	talk about: The	talk about: Different	talk about: Different
instrumental part from	instrumental part from	The instruments used	instruments used in	ways of writing music	ways of writing music
memory or when	memory or when	in class (a glockenspiel,	class (a glockenspiel,	down – e.g. staff	down – e.g. staff
written down.	written down.	a recorder)	recorder or	notation, symbols The	notation, symbols The
Learn the names of the	Know the names of		xylophone).	notes C, D, E, F, G, A, B	notes C, D, E, F, G, A, B
instruments they are	untuned percussion		Other instruments they	+ C on the treble stave	+ C on the treble stave
playing.	instruments played in		might play or be played	 The instruments they 	The instruments they
	class.		in a band or orchestra	might play or be played	might play or be played
			or by their friends.	in a band or orchestra	in a band or orchestra
				or by their friends	or by their friends

Improvisation

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Improvisation is about	Improvisation is	To know and be able to			
making up your own	making up your own	talk about	talk about	talk about	talk about
tunes on the spot.	tunes on the spot.	improvisation:	improvisation:	improvisation:	improvisation:
When someone	When someone	Improvisation is	Improvisation is	Improvisation is	Improvisation is
improvises, they make	improvises, they make	making up your own			
up their own tune that	up their own tune that	tunes on the spot			
has never been heard	has never been heard	When someone	When someone	When someone	When someone
before. It is not written	before. It is not written	improvises, they make	improvises, they make	improvises, they make	improvises, they make
down and belongs to	down and belongs to	up their own tune that			
them.	them.	has never been heard			
Everyone can	Everyone can	before. It is not written			
improvise!	improvise, and you can	down and belongs to			
	use one or two notes.	them	them.	them.	them.
		To know that using one	To know that using one	To know that using one	To know that using
		or two notes	or two notes	or two notes	one, two or three
		confidently is better	confidently is better	confidently is better	notes confidently is
		than using five	than using five	than using five	better than using five
		To know that if you			
		improvise using the	improvise using the	improvise using the	improvise using the
		notes you are given,			
		you cannot make a			
		mistake	mistake	mistake	mistake
			To know that you can	To know that you can	To know that you can
			use some of the riffs	use some of the riffs	use some of the riffs
			you have heard in the	you have heard in the	and licks you have
			Challenges in your	Challenges in your	learnt in the Challenges
			improvisations	improvisations	in your improvisations
				To know three well-	To know three well-
				known improvising	known improvising
				musicians	musicians

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Composing is like	Composing is like	To know and be able to			
writing a story with	writing a story with	talk about: A	talk about: A	talk about: A	talk about: A
music.	music.	composition: music	composition: music	composition: music	composition: music
Everyone can	Everyone can	that is created by you			
compose.	compose.	and kept in some way.			
		It's like writing a story.			
		It can be played or			
		performed again to	performed again to	performed again to	performed again to
		your friends. Different	your friends. Different	your friends.	your friends.
		ways of recording	ways of recording	A composition has	A composition has
		compositions (letter	compositions (letter	pulse, rhythm and	pulse, rhythm and
		names, symbols, audio	names, symbols, audio	pitch that work	pitch that work
		etc.)	etc.)	together and are	together and are
				shaped by tempo,	shaped by tempo,
				dynamics, texture and	dynamics, texture and
				structure Notation:	structure Notation:
				recognise the	recognise the
				connection between	connection between
				sound and symbol	sound and symbol

Composition

Performance

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
A performance is	A performance is	To know and be able to			
sharing music with	sharing music with an	talk about: Performing	talk about: Performing	talk about: Performing	talk about: Performing
other people, called an	audience.	is sharing music with			
audience	A performance can be	other people, an	other people, an	other people, an	an audience with belief
	a special occasion and	audience	audience	audience	A performance doesn't
	involve a class, a year	A performance doesn't	A performance doesn't	A performance doesn't	have to be a drama! It
		have to be a drama! It	have to be a drama! It	have to be a drama! It	can be to one person

group or a whole	can be to one person	can be to one person	can be to one person	or to each other
school.	or to each other	or to each other	or to each other	Everything that will be
An audience can	You need to know and	You need to know and	Everything that will be	performed must be
include your parents	have planned	have planned	performed must be	planned and learned
and friends.	everything that will be	everything that will be	planned and learned	You must sing or rap
	performed	performed	You must sing or rap	the words clearly and
	You must sing or rap	You must sing or rap	the words clearly and	play with confidence
	the words clearly and	the words clearly and	play with confidence	A performance can be
	play with confidence	play with confidence	A performance can be	a special occasion and
	A performance can be	A performance can be	a special occasion and	involve an audience
	a special occasion and	a special occasion and	involve an audience	including of people you
	involve an audience	involve an audience	including of people you	don't know
	including of people you	including of people you	don't know	It is planned and
	don't know	don't know	It is planned and	different for each
	It is planned and	It is planned and	different for each	occasion
	different for each	different for each	occasion	A performance
	occasion	occasion	A performance	involves
	It involves	It involves	involves	communicating ideas,
	communicating	communicating	communicating ideas,	thoughts and feelings
	feelings, thoughts and	feelings, thoughts and	thoughts and feelings	about the song/music
	ideas about the	ideas about the	about the song/music	
	song/music	song/music		

Skills progression grid

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To learn how they can	To learn how they can	To confidently identify	To confidently identify	To identify and move	To identify and move
enjoy moving to music	enjoy moving to music	and move to the pulse.	and move to the pulse.	to the pulse with ease.	to the pulse with ease.
by dancing, marching,	by dancing, marching,	To think about what	To talk about the	To think about the	To think about the
being animals or pop	being animals or pop	the words of a song	musical dimensions	message of songs. To	message of songs. To
stars.	stars.	mean.	working together in	compare two songs in	compare two songs in
	To learn how songs can	To take it in turn to	the Unit songs eg if the	the same style, talking	the same style, talking
	tell a story or describe	discuss how the song	song gets louder in the	about what stands out	about what stands out
	an idea.	makes them feel.	chorus (dynamics).	musically in each of	musically in each of
		Listen carefully and	Talk about the music	them, their similarities	them, their similarities
		respectfully to other	and how it makes them	and differences.	and differences.
		people's thoughts	feel. Listen carefully	Listen carefully and	Listen carefully and
		about the music.	and respectfully to	respectfully to other	respectfully to other
			other people's	people's thoughts	people's thoughts
			thoughts about the	about the music.	about the music. Use
			music. When you talk	When you talk try to	musical words when
			try to use musical	use musical words.	talking about the
			words.	To talk about the	songs.
				musical dimensions	To talk about the
				working together in	musical dimensions
				the Unit songs. Talk	working together in
				about the music and	the Unit songs. Talk
				how it makes you feel.	about the music and
					how it makes you feel,
					using musical language
					to describe the music.

Listen and Appraise

Games

Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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Thora are prograssive	There are progressive	Using the Marmun	Licing the Marmun	Using the Marmun	Using the Marmun
There are progressive	There are progressive	Using the Warm up	Using the Warm up	Using the Warm up	Using the Warm up
Warm-up Games and	Warm-up Games and	Games tracks provided,	Games tracks provided,	Games tracks provided,	Games tracks provided,
Challenges within each	Challenges within each	complete the Bronze,	complete the Bronze,	complete the Bronze,	complete the Bronze,
Unit that embed pulse,	Unit that embed pulse,	Silver and Gold	Silver and Gold	Silver and Gold	Silver and Gold
rhythm and pitch.	rhythm and pitch.	Challenges. Children	Challenges. Children	Challenges. Children	Challenges. Children
Children will complete	Children will complete	will complete the	will complete the	will complete the	will complete the
the following in	the following in	following in relation to	following in relation to	following in relation to	following in relation to
relation to the main	relation to the main	the main song, using	the main song, using	the main song, using	the main song, using
song: ● Game 1 – Have	song: ● Game 1 – Have	two notes: 1. Find the	two notes: 1. Find the	three notes: Bronze 	three notes: Bronze
Fun Finding The Pulse!	Fun Finding the Pulse!	Pulse 2. Rhythm Copy	Pulse 2. Rhythm Copy	Challenge \circ Find the	Challenge \circ Find the
FInd the pulse. Choose	FInd the pulse. Choose	Back: a. Bronze: Clap	Back: a. Bronze: Clap	pulse \circ Copy back	pulse \circ Copy back
an animal and find the	an animal and find the	and say back rhythms	and say back rhythms	rhythms based on the	rhythms based on the
pulse ● Game 2 –	pulse. • Game 2 –	b. Silver: Create your	b. Silver: Create your	words of the main	words of the main
Rhythm Copy Back	Rhythm Copy Back	own simple rhythm	own simple rhythm	song, that include	song, that include
Listen to the rhythm	Listen to the rhythm	patterns c. Gold:	patterns c. Gold:	syncopation/off beat \circ	syncopation/off beat \circ
and clap back. Copy	and clap back. Copy	Perhaps lead the class	Perhaps lead the class	Copy back one-note	Copy back one-note
back short rhythmic	back short rhythmic	using their simple	using their simple	riffs using simple and	riffs using simple and
phrases based on	phrases based on	rhythms 3. Pitch Copy	rhythms 3. Pitch Copy	syncopated rhythm	syncopated rhythm
words, with one and	words, with one and	Back Using 2 Notes a.	Back Using 2 Notes a.	patterns	patterns
two syllables whilst	two syllables whilst	Bronze: Copy back –	Bronze: Copy back –	Challenge \circ Find the	Challenge \circ Find the
marching to the steady	marching the steady	'Listen and sing back'	'Listen and sing back'	pulse \circ Lead the class	pulse \circ Lead the class
beat. ● Game 3 –	beat. • Game 3 –	(no notation) b. Silver:	(no notation) b. Silver:	by inventing rhythms	by inventing rhythms
Rhythm Copy Back,	Rhythm Copy Back,	Copy back with	Copy back with	for others to copy back	for others to copy back
Your Turn Create	Your Turn Create	instruments, without	instruments, without	 Copy back two-note 	 Copy back two-note
rhythms for others to	rhythms for others to	then with notation c.	then with notation c.	riffs by ear and with	riffs by ear and with
copy ● Game 4 – Pitch	copy. ● Game 4 – Pitch	Gold: Copy back with	Gold: Copy back with	notation \circ Question	notation \circ Question
Copy Back and Vocal	Copy Back and Vocal	instruments, without	instruments, without	and answer using two	and answer using two
Warm-up 1 Listen and	Warm-up 1 Listen and	and then with notation	and then with notation	different notes • Gold	different notes • Gold
sing back. Use your	sing back. Use your	4. Pitch Copy Back and	4. Pitch Copy Back and	Challenge ○ Find the	Challenge ● Find the
voices to copy back	voices to copy back	Vocal Warm-ups	Vocal Warm-ups	pulse \circ Lead the class	pulse • Lead the class
using 'la', whist	using 'la', whilst			by inventing rhythms	by inventing rhythms
marching to the steady	marching the steady			for them to copy back	for them to copy back
beat • Game 4a – Pitch	beat. • Game 4a –			 Copy back three- 	• Copy back three-

Copy Back and Vocal	Pitch Copy Back and		note riffs by ear and	note riffs by ear and
Warm-up 2 Listen and	Vocal Warm-up 2		with notation \circ	with notation •
sing back, and some	Listen and sing back,		Question and answer	Question and answer
different vocal warm-	and some different		using three different	using three different
ups. Use your voices to	vocal warm-ups. Use		notes	notes
copy back using 'la'	your voices to copy			
	back using 'la'.			

Singing

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Learn about voices,	Learn about voices	To sing in unison and in	To sing in unison and in	To sing in unison and	To sing in unison and
singing notes of	singing notes of	simple two-parts.	simple two-parts.	to sing backing vocals.	to sing backing vocals.
different pitches (high	different pitches (high	To demonstrate a good	To demonstrate a good	To enjoy exploring	To demonstrate a good
and low). Learn that	and low). Learn that	singing posture.	singing posture.	singing solo.	singing posture.
they can make	they can make	To follow a leader	To follow a leader	To listen to the group	To follow a leader
different types of	different types of	when singing.	when singing.	when singing.	when singing.
sounds with their	sounds with their	To enjoy exploring	To enjoy exploring	To demonstrate a good	To experience rapping
voices – you can rap or	voices – you can rap	singing solo.	singing solo.	singing posture.	and solo singing.
say words in rhythm.	(spoken word with	To sing with awareness	To sing with awareness	To follow a leader	To listen to each other
Learn to start and stop	rhythm).	of being 'in tune'.	of being 'in tune'.	when singing.	and be aware of how
singing when following	Learn to find a	To have an awareness	To rejoin the song if	To experience rapping	you fit into the group.
a leader.	comfortable singing	of the pulse internally	lost.	and solo singing.	To sing with awareness
	position.	when singing.	To listen to the group	To listen to each other	of being 'in tune'.
	Learn to start and stop		when singing.	and be aware of how	
	singing when following			you fit into the group.	
	a leader.			To sing with awareness	
				of being 'in tune'.	

		<u></u> ;			
Year One	Year Two	Year Three	Year Four	Year Five	Year Six

Playing

Treat instruments	Treat instruments	To treat instruments	To treat instruments	Play a musical	Play a musical
carefully and with	carefully and with	carefully and with	carefully and with	instrument with the	instrument with the
respect.	respect.	respect.	respect.	correct technique	correct technique
Play a tuned	Learn to play a tuned	Play any one, or all of	Play any one, or all	within the context of	within the context of
instrumental part with	instrumental part that	four, differentiated	four, differentiated	the Unit song. Select	the Unit song. Select
the song they perform.	matches their musical	parts on a tuned	parts on a tuned	and learn an	and learn an
Learn to play an	challenge, using one of	instrument – a one-	instrument – a one-	instrumental part that	instrumental part that
instrumental part that	the differentiated parts	note, simple or	note, simple or	matches their musical	matches their musical
matches their musical	(a one-note, simple or	medium part or the	medium part or the	challenge, using one of	challenge, using one of
challenge, using one of	medium part). Play the	melody of the song)	melody of the song	the differentiated parts	the differentiated parts
the differentiated parts	part in time with the	from memory or using	from memory or using	– a one-note, simple or	 – a one-note, simple or
(a one-note part, a	steady pulse. Listen to	notation. To rehearse	notation.	medium part or the	medium part or the
simple part, medium	and follow musical	and perform their part	To rehearse and	melody of the song	melody of the song
part). Listen to and	instructions from a	within the context of	perform their part	from memory or using	from memory or using
follow musical	leader.	the Unit song. To	within the context of	notation.	notation.
instructions from a		listen to and follow	the Unit song. To	To rehearse and	To rehearse and
leader.		musical instructions	listen to and follow	perform their part	perform their part
		from a leader.	musical instructions	within the context of	within the context of
			from a leader.	the Unit song. To	the Unit song.
			To experience leading	listen to and follow	To listen to and follow
			the playing by making	musical instructions	musical instructions
			sure everyone plays in	from a leader.	from a leader.
			the playing section of	To lead a rehearsal	To lead a rehearsal
			the song.	session.	session.

Improvisation

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Use the improvisation	Use the improvisation	Improvise using	Improvise using	Improvise using	Improvise using
tracks provided.	tracks provided.	instruments in the	instruments in the	instruments in the	instruments in the
Improvise using the	Improvise using the	context of the song	context of a song they	context of a song to be	context of a song to be
three challenges: 1.	three challenges: 1.	they are learning to	are learning to	performed. Use the	performed. Use the
Clap and Improvise –	Clap and Improvise –	perform. Using the	perform. Use the	improvisation tracks	improvisation tracks

Listen and clap back,	Listen and clap back,	improvisation tracks	improvisation tracks	provided and	provided and
then listen and clap	then listen and clap	provided, children will	provided and	improvise using the	improvise using the
your own answer	your own answer	complete the Bronze,	improvise using the	Bronze, Silver or Gold	Bronze, Silver or Gold
(rhythms of words). 2.	(rhythms of words). 2.	Silver or Gold	Bronze, Silver or Gold	Challenges. 1. Play and	Challenges. 1. Play and
Sing, Play and	Sing, Play and	Challenges: Bronze 	Challenges. Bronze 	Copy Back \circ Bronze –	Copy Back \circ Bronze –
Improvise – Use voices	Improvise – Use voices	Challenge: \circ Copy Back	Challenge: O Copy Back	Copy back using	Copy back using
and instruments, listen	and instruments, listen	 Listen and sing back 	 Listen and sing back 	instruments. Use one	instruments. Use one
and sing back, then	and sing back, then	 Play and Improvise – 	melodic patterns \circ	note. \circ Silver – Copy	note. \circ Silver – Copy
listen and play your	listen and play your	Using instruments,	Play and Improvise –	back using	back using
own answer using one	own answer using one	listen and play your	Using instruments,	instruments. Use the	instruments. Use the
or two notes. 3.	or two notes. 3.	own answer using one	listen and play your	two notes. \circ Gold –	two notes. \circ Gold –
Improvise! – Take it in	Improvise! – Take it in	note. <pre>O Improvise! -</pre>	own answer using one	Copy back using	Copy back using
turns to improvise	turns to improvise	Take it in turns to	note. <pre>O Improvise! -</pre>	instruments. Use the	instruments. Use the
using one or two notes.	using one or two notes.	improvise using one	Take it in turns to	three notes. 2. Play	three notes. 2. Play
		note. • Silver	improvise using one	and Improvise You will	and Improvise You will
		Challenge: <pre>O</pre> Sing, Play	note. • Silver	be using up to three	be using up to three
		and Copy Back – Listen	Challenge: O Sing, Play	notes: O Bronze –	notes: • Bronze –
		and copy back using	and Copy Back – Listen	Question and Answer	Question and Answer
		instruments, using two	and copy back using	using instruments. Use	using instruments. Use
		different notes. \circ Play	instruments, using two	one note in your	one note in your
		and Improvise – Using	different notes. \circ Play	answer. O Silver –	answer. \circ Silver –
		your instruments,	and Improvise – Using	Question and Answer	Question and Answer
		listen and play your	your instruments,	using instruments. Use	using instruments. Use
		own answer using one	listen and play your	two notes in your	two notes in your
		or two notes. \circ	own answer using one	answer. Always start	answer. Always start
		Improvise! – Take it in	or two notes. \circ	on a G. \circ Gold –	on a G. \circ Gold –
		turns to improvise	Improvise! – Take it in	Question and Answer	Question and Answer
		using one or two notes.	turns to improvise	using instruments. Use	using instruments. Use
		 Gold Challenge: ○ 	using one or two notes.	three notes in your	three notes in your
		Sing, Play and Copy	 Gold Challenge: ○ 	answer. Always start	answer. Always start
		Back – Listen and copy	Sing, Play and Copy	on a G. 3.	on a G. 3.
		back using	Back – Listen and copy	Improvisation! You will	Improvisation! You will
		instruments, two	back using	be using up to three	be using up to three

different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.	instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.	notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing	notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing
	notes.	Bossa Nova and Swing using the notes D, E, G,	Bossa Nova and Swing using the notes D, E, G,
		A + B (pentatonic scale/a five-note pattern)	A + B (pentatonic scale/a five-note pattern)

Composition

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Help to create a simple	Help create three	Help create at least	Help create at least	 Create simple 	 Create simple
melody using one, two	simple melodies with	one simple melody	one simple melody	melodies using up to	melodies using up to
or three notes.	the Units using one,	using one, three or five	using one, three or all	five different notes and	five different notes and
Learn how the notes of	three or five different	different notes. Plan	five different notes.	simple rhythms that	simple rhythms that
the composition can be	notes. Learn how the	and create a section of	Plan and create a	work musically with	work musically with
written down and	notes of the	music that can be	section of music that	the style of the Unit	the style of the Unit
changed if necessary.	composition can be	performed within the	can be performed	song.	song.
	written down and	context of the unit	within the context of	Explain the keynote or	Explain the keynote or
	changed if necessary.	song.	the unit song.	home note and the	home note and the
		Talk about how it was	Talk about how it was	structure of the	structure of the
		created.	created.	melody.	melody.
		Listen to and reflect	Listen to and reflect	Listen to and reflect	Listen to and reflect
		upon the developing	upon the developing	upon the developing	upon the developing

composition and make	composition and make	composition and make	composition and make
musical decisions	musical decisions	musical decisions	musical decisions
about pulse, rhythm,	about pulse, rhythm,	about how the melody	about how the melody
pitch, dynamics and	pitch, dynamics and	connects with the	connects with the
tempo.	tempo.	song.	song.
Record the	Record the	Record the	Record the
composition in any way			
appropriate that	appropriate that	appropriate that	appropriate that
recognises the	recognises the	recognises the	recognises the
connection between	connection between	connection between	connection between
sound and symbol (e.g.			
graphic/pictorial	graphic/pictorial	graphic/pictorial	graphic/pictorial
notation).	notation)	notation).	notation).

Performance

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Choose a song they	Choose a song they	To choose what to			
have learnt from the	have learnt from the	perform and create a			
Scheme and perform it.	Scheme and perform it.	programme.	programme. Present a	programme.	programme.
They can add their	They can add their	To communicate the	musical performance	To communicate the	To communicate the
ideas to the	ideas to the	meaning of the words	designed to capture	meaning of the words	meaning of the words
performance. Record	performance. Record	and clearly articulate	the audience.	and clearly articulate	and clearly articulate
the performance and	the performance and	them.	To communicate the	them.	them.
say how they were	say how they were	To talk about the best	meaning of the words	To talk about the	To talk about the
feeling about it.	feeling about it.	place to be when	and clearly articulate	venue and how to use	venue and how to use
		performing and how to	them.	it to best effect. To	it to best effect. To
		stand or sit.	To talk about the best	record the	record the
		To record the	place to be when	performance and	performance and
		performance and say	performing and how to	compare it to a	compare it to a
		how they were feeling,	stand or sit.	previous performance.	previous performance.
		what they were	To record the	To discuss and talk	To discuss and talk
		pleased with what they	performance and say	musically about it –	musically about it –

	would change and	how they were feeling,	"What went well?" and	"What went well?" and
	why.	what they were	"It would have been	"It would have been
		pleased with what they	even better if?"	even better if?"
		would change and		
		why.		