

Subject: Music (Using Charanga)

National Curriculum links		
<p>Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 		
Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All About Me Charanga – Me!	Being a Hero Charanga - Everyone!	Me in my World Charanga - Our World	Super creatures Charanga – Big Bear Funk	Once Upon a Time Charanga – My stories	All at Sea Charanga - Reflect, rewind and Replay
Skills ELG: Expressive Arts and Design *Sing a range of well know nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.	Nursery *To make rhythmic sounds e.g. drumming *To explore musical instruments and the sounds they make Reception *To sing and perform nursery rhymes *To experiment with different instruments and their sounds *To create musical patterns using body percussion	Nursery *To sing familiar songs as a whole class and in provision *To engage in small world play and pretend play pretending that objects stand for others things Reception *To begin to perform songs, stories and rhymes *To explore and engage well in music making	Nursery *To play musical instruments demonstrating control when playing Reception *To begin to perform songs, stories and rhymes *To explore and engage well in music making *To listen attentively and move to music rhythmically	Nursery *To use musical instruments to make their own music Reception *To create musical patterns using untuned instruments *To perform songs, stories and rhymes	Nursery *To sing songs showing awareness of melody *To use musical instruments to make their own music *To create their own songs Reception *To perform songs, stories and rhymes *To move in time to music *To follow a musical pattern to play tuned instruments	Nursery *To create music with rhythm, pitch and melody *To use musical instruments to make their own music Reception *To create own compositions using tuned instruments
Key knowledge	<ul style="list-style-type: none"> • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. • To sing or rap nursery rhymes and simple songs from memory. 					

	<ul style="list-style-type: none">• Songs have sections.• A performance is sharing music.
Key vocabulary	Pulse Rhythm Pitch High/low Pattern melody
Assessment of progress	Ongoing assessment on Tapestry. End of year EYFS assessment.

Subject: Music

Year group: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Hey You!	Rhythm in the Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, rewind and Replay (Assess)
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p>	<p>Listen to and follow musical instructions from a leader.</p> <p>Use the improvisation tracks provided. Improvise using the three challenges</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Consolidate and revise – links with the history of the music (use history timeline and blank world map)</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>
Key knowledge	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. 					

	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • To confidently sing or rap five songs from memory and sing them in unison • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 					
Key vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	
Assessment of progress	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	My Music Passport (on Charanga) End of year teacher assessment

Subject: Music

Year group: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, rewind and Replay
Skills	<p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D</p> <p>Take it in turns to improvise using C or C and D.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Consolidate and revise – links with the history of the music (use history timeline and blank world map)</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>

Key knowledge	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. • Composing is like writing a story with music. • Everyone can compose • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends 					
Key vocabulary	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer , melody, dynamics, tempo	Keyboard, bass, guitar, percussion, trumpets, saxophones , pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics , tempo	Keyboard, drums, bass, electric guitar, rock , pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, reggae , pulse, rhythm, pitch, improvise, compose , perform, audience, melody , dynamics, tempo	Keyboard, drums, bass, glockenspiel, pulse , rhythm, pitch, improvise , compose, perform, audience, melody, dynamics, tempo	
Assessment of progress	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	My Music Passport (on Charanga) End of year teacher assessment

Subject: Music

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Let Your Spirit Fly	Ukulele Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, rewind and Replay
Skills	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm,</p>	<p>Consolidate and revise – links with the history of the music (use history timeline and blank world map)</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p>

					pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To record the performance and say how they were feeling, what they were pleased with what they would change and why
Key knowledge	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about the lyrics, what the song is about, the musical features of the song and some of the instruments used. • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer • To know that singing in a group can be called a choir • To know and be able to talk about the instruments used in class (e.g. glockenspiel, a recorder) • To know and be able to talk about improvisation • To know and be able to talk about a composition (music that is created by you and kept in some way). • To know about different ways of recording compositions (letter names, symbols, audio etc.) • To know and be able to talk about performing compositions 					
Key vocabulary	Structure, introduction, verse, chorus , improvise, compose, pulse, rhythm, pitch, tempo,	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics , texture structure , melody	Introduction, verse , chorus, bass, drums, electric guitar, keyboard, organ , backing vocals , pulse, rhythm, pitch, tempo, dynamics,	Keyboard, drums, bass, pentatonic scale , pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook ,	Keyboard, drums, bass, imagination, improvise, compose, disco , pentatonic scale , pulse,	

	dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody		texture structure, compose, improvise, hook, riff, melody, reggae	melody	rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	
Assessment of progress	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	My Music Passport (on Charanga) End of year teacher assessment

Subject: Music

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Mamma Mia	Ukulele Stage 2	Stop!	Lean On Me	Blackbird	Reflect, rewind and Replay
Skills	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To experience leading the playing by making sure everyone plays in the playing</p>	<p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm,</p>	<p>Consolidate and revise – links with the history of the music (use history timeline and blank world map)</p> <p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>

	When you talk try to use musical words		section of the song.		pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Key knowledge	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs Know and be able to talk about how pulse, rhythm and pitch work together To know why you must warm up your voice To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone), and other instruments they might play or be played in a band or orchestra or by their friends. To know that improvisation is making up your own tunes on the spot To know that if you improvise using the notes you are given, you cannot make a mistake To know and be able to talk about a composition (music that is created by you and kept in some way). It can be played or performed again to your friends. To know that a composition is like writing a musical story 					
Key vocabulary	Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose,	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch,	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm,	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics,	

	improvise, hook, riff, melody, solo, pentatonic scale, unison		tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	texture structure, compose, improvise, hook, riff, melody, solo	
Assessment of progress	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	My Music Passport (on Charanga) End of year teacher assessment

Subject: Music

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing In The Street	Reflect, rewind and Replay
Skills	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>	<p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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>To rehearse and perform their part</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Consolidate and revise – links with the history of the music (use history timeline and blank world map)</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p>

			To sing with awareness of being 'in tune'.	within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Key knowledge	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song Know how to keep the internal pulse To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols To recognise the notes C, D, E, F, G, A, B + C on the treble stave To know and be able to talk about improvisation To know three well-known improvising musicians Notation: recognise the connection between sound and symbol To know that a performance involves communicating ideas, thoughts and feelings about the song/music 					
Key vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier , tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	Appraising, Bossa Nova, syncopation , structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch,	Ballad , verse, chorus, interlude , tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch,	Old-school Hip Hop , Rap, riff, synthesizer, deck, backing loops , Funk, scratching, unison, melody, compose, improvise, cover, pulse,	Soul, groove , riff, bass line, backbeat, brass section, harmony , hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,	

		tempo, dynamics, riff, hook, solo	tempo, dynamics, timbre, texture, structure	rhythm, pitch, tempo, dynamics, timbre, texture, structure	dynamics, timbre, texture, structure	
Assessment of progress	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	My Music Passport (on Charanga) End of year teacher assessment

Subject: Music

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, rewind and Replay
Skills	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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>To rehearse and perform their part</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Consolidate and revise – links with the history of the music (use history timeline and blank world map)</p>

	Use musical words when talking about the songs.			within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	
Key knowledge	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about its main features To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols To know the notes C, D, E, F, G, A, B + C on the treble stave To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know that performing is sharing music with an audience with belief 					
Key vocabulary	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture,	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato , phrases , unison, urban gospel	Melody, compose, improvise, cover , pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff,	Gender, racism, rap, lyrics, turntablist, DJing , producer , Electronic and Acoustic music .	

	music, neo soul, producer, groove, Motown, hook, riff, solo	structure, dimensions of music, hook, riff, solo		solo, civil rights, gender equality, unison, harmony		
Assessment of progress	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	Use Knowledge Organiser – children self assess at beginning and end.	My Music Passport (on Charanga) End of year teacher assessment