



Key Thread	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and Appraise</b>	<p>Know 5 songs off by heart</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>Know 5 songs off by heart.</p> <p>To know some songs have a chorus or a response /answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know 5 songs from memory and who sang them or wrote them.</p> <p>To know the style of the 5 songs.</p> <p>To know 1 song and be able to talk; 1)about it's lyrics 2)Any music dimensions (texture, dynamics, tempo, rhythm and pitch) 3)Identify the main sections of the song (intro, verse, chorus etc.) 4)Name some of the instruments they heard in the song.</p>	<p>To know 5 songs from memory and who sang them or wrote them.</p> <p>To know the style of the 5 songs.</p> <p>To know 1 song and be able to talk; 1)about it's lyrics 2)Any music dimensions (texture, dynamics, tempo, rhythm and pitch) 3)Identify the main sections of the song (intro, verse, chorus etc.) 4)Name some of the instruments they heard in the song.</p>	<p>To know 5 songs from memory and who sang them or wrote them, when they were written and why?</p> <p>To know the style of the 5 songs and to name other songs from the units in those styles.</p> <p>To choose two or three songs and be able to talk about;</p> <p>Style indicators of the song.</p> <p>The lyrics</p> <p>Any music dimensions (texture, dynamics, tempo, rhythm and pitch)</p>	<p>To know 5 songs from memory and who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the units in those styles.</p> <p>To choose three or four other songs and be able to talk about;</p> <p>Style indicators of the song.</p> <p>The lyrics what it's about.</p> <p>Any music dimensions (texture, dynamics, tempo, rhythm and pitch)</p>



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					<p>Identify the main sections of the song (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song. The historical context of the songs.</p>	<p>Identify the main sections of the song (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song. The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity.</p>
<b>Singing and Playing</b>	<p>To confidently sing five songs from memory and sing them in unison.</p> <p>To know the names of the notes in their instrumental part from memory or when written down.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir. Know how to warm up your voice and listen to each other.</p> <p>Leader or</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir. Know how to warm up your voice and listen to each other.</p> <p>Leader or conductor</p>	<p>To know and confidently sing five songs and their parts from memory.</p> <p>To choose a song and be able to talk about its main features, singing in unison,</p>	<p>To know and confidently sing 5 songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs</p>



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	Learn the names of the instruments they are playing.	<p>other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>To know the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>conductor is a person who the choir or group follow.</p> <p>The instruments used in class.</p>	<p>is a person who the choir or group follow.</p> <p>Texture: How a solo singer makes a thinner texture than a large group.</p> <p>The instruments used in class and other instruments that might be played in a band or orchestra.</p>	<p>remembering to warm up your voice first.</p> <p>To know and be able to talk about different ways of writing music down. The notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>The instruments they might play in a band or orchestra or by their friends.</p>	<p>so you can represent the feeling and context to your audience.</p> <p>To choose a song and be able to talk about its main features, sing in unison and explain the meaning of the lyrics. Remember to warm up your voice first.</p> <p>To know and be able to talk about different ways of writing music down. The notes C,D,E,F,G,A,B+C on the treble stave.</p> <p>The instruments they might play in a band or orchestra or by their friends.</p>
<b>Improvise,</b>	know that improvisation is	Know when objects have been grouped	To know and to talk	To know and to talk	To know and to	To know and to talk



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<b>compose and perform</b>	<p>about making up your own tunes on the spot.</p> <p>To know that composing is like writing a story with music.</p> <p>To know that performance is sharing music with other people, called an audience.</p>	<p>by attribute</p> <p>know that we can present information using a computer</p> <p>Know how to use a computer program to present information in different ways</p>	<p>about:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>A composition; music that is created by you and recorded.</p> <p>Performing is sharing music with other people, an audience.</p>	<p>about:</p> <p>Improvisation is making up your own tunes on the spot. You can use some of the riffs heard in the challenges in your improvisation.</p> <p>A composition; music that is created by you and recorded (letter names, symbols etc.).</p> <p>Performing is sharing music with other people, an audience (involving feelings).</p>	<p>talk about:</p> <p>Improvisation is making up your own tunes on the spot. You can use some of the riffs heard in the challenges in your improvisation. To know 3 well-known improvising musicians.</p> <p>A composition; music that is created by you and recorded (letter names, symbols etc.). A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Notation: recognise the connection</p>	<p>about:</p> <p>Improvisation is making up your own tunes on the spot. To know that using one, two or three notes confidently is better than using five. You can use some of the riffs heard in the challenges in your improvisation. To know 3 well-known improvising musicians.</p> <p>A composition; music that is created by you and recorded (letter names, symbols etc.). A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture</p>



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					<p>between sound and symbol.</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance involves communicating ideas and feelings about the song/music.</p>	<p>and structure.</p> <p>Notation: recognise the connection between sound and symbol.</p> <p>Performing is sharing music with other people, an audience with belief.</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music.</p>