



	End of KS1	End of Lower KS2	End of Upper KS2
Listen and Appraise	<ul style="list-style-type: none"> Know that songs have a musical style. Learn some songs off by heart and that some songs have a chorus or a response/answer part. Learn how songs can tell a story or describe an idea. Enjoy moving to music by dancing, marching, being animals or pop starts. 	<ul style="list-style-type: none"> Know five songs from memory, who sang them or who wrote them and know the style of the five songs. Be able to talk about one song in depth and describe some of the style indicators (musical characteristics that give the song its style), the lyrics (what the song is about), any specific musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) and name some of the instruments they heard in the song. Confidently identify and move to the pulse. Talk about musical dimensions that work together in a song (eg if the song gets louder in the chorus (dynamics)). Talk about music and how it makes them feel and listen carefully and respectfully to other people's thoughts about the music. Try to use musical vocabulary when discussing music. 	<ul style="list-style-type: none"> Know five songs from memory, who sang or wrote them, when they were written and why and know the style of the songs and name other songs in those styles. Be able to talk about three or four songs in depth and be able to describe the style indicators (musical characteristics that give the song its style), the lyrics (what the song is about), any specific 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 they heard in the song, understand the historical context of the songs (e.g. What else was going on at the time, musically and historically?) and know and talk about that fact that we each have a musical identity. Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Talk about musical dimensions that work together in the Unit songs Talk about music and how it makes them feel and listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when discussing music.
Musical Activities (Games)	<ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. Recognise the time signature 4/4 by ear and notation. Know that rhythms are different from the steady pulse. Know that we can listen to rhythms, create rhythms and copy back rhythms from words, our names, favourite food, colours and animals (one and two syllables). Know that we add high and low sounds (pitch) when we sing and play our instruments. Listen and copy back singing the correct pitch, using 'la' whilst marching the steady beat and different vocal warm-ups. 	<ul style="list-style-type: none"> Know and be able to talk about the following: <ul style="list-style-type: none"> How pulse (2/4, 4/4 and 3/4), rhythm and pitch and how they work together Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. Listen and find the pulse in a song, copy back the rhythm by clapping and saying back the rhythms, create your own simple rhythm patterns and some may lead the class using their simple rhythms. <ul style="list-style-type: none"> Listen and copy back the pitch by singing (no notation), with instruments (first without notation and then with notation) as well as different vocal warm-ups. 	<ul style="list-style-type: none"> Know and be able to talk about the following: <ul style="list-style-type: none"> How pulse (2/4, 4/4, 3/4, 6/8, 5/4), rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. Listen and find the pulse, copy back rhythms based on the words of the main song, that include syncopation/off beat, copy back one-note riffs using simple and syncopated rhythm patterns, lead the class by inventing rhythms for others to copy back, copy back two-note and three note riffs by ear and with notation as well as question and answer using two and three different notes
Musical Activities (Singing)	<ul style="list-style-type: none"> Confidently know and sing 5 songs from memory. To know that singing in unison is when everyone sings at the same time. Learn about voices singing notes of different pitches (high and low). Know that songs include other ways of using the voice (e.g. rapping) and that they can make different types of sounds with their voices. Know that we need to warm up our voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Songs can make you feel different things e.g. happy, energetic or sad Sing in unison and in simple two-parts and know that singing in a group can be called a choir. Know that singing in an ensemble or a large group is fun, but that you must listen to each other. Know why you must warm up your voice. Demonstrate a good singing posture. Follow a leader when singing and know that a leader or conductor is a person who the choir or group follow. Sing with awareness of being 'in tune', listen to the group when singing and be able to rejoin the song if lost. Enjoy exploring singing solo. Understand that a solo singer makes a thinner texture than a large group. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. Sing in unison and sing backing vocals. Know about the style of the songs so you can represent the feeling and context to your audience. Choose a song and be able to talk about: its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, know what the song is about and the meaning of the lyrics and to know and explain the importance of warming up your voice. Demonstrate a good singing posture. Follow a leader when singing. Sing with awareness of being 'in tune' and listen to each other and be aware of how you fit into the group. Experience solo singing and rapping.

Musical Activities (Playing)	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments they are playing. Know to treat instruments with care and respect. 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) and to play the part in time with the steady pulse. Identify and name the following notes: C, D, E, F, G, A, B, C Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Name and be able to talk about the musical instruments used in class and other instruments they might play or be played in a band or orchestra or by their friends. Know to treat instruments carefully and with respect. Identify and name the following notes: C, D, E, E flat, F sharp, G, B, B flat, C, C sharp and D. 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. Rehearse and perform their part within the context of the song. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> Know and be able to talk about the following: <ul style="list-style-type: none"> different ways of writing music down e.g. staff notation, symbols the notes C, D, E, E flat, F sharp, G, A, B, B flat, C, C sharp and D. the instruments they might play or be played in a band or orchestra or by their friend. Play a musical instrument with the correct technique within the context of the Unit song. 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. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader and to lead a rehearsal session.
Musical Activities (Improvisation)	<ul style="list-style-type: none"> Know that improvisation is about making up your own tunes on the spot. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Improvise by clapping your own answer (rhythm of words) and singing or playing your own answer using one or two notes Improvise one or two notes and know that everyone can improvise! 	<ul style="list-style-type: none"> Know that improvisation is about making up your own tunes on the spot. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake. Know that you may use familiar riffs you have previously heard. Improvise using instruments in the context of a familiar song they are learning. <ul style="list-style-type: none"> Improvise using instruments by playing your own answer using one or two notes. Take turns improvising using one, two or three different notes. 	<ul style="list-style-type: none"> Know that improvisation is about making up your own tunes on the spot. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that using one, two or three notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake. Know that you may use familiar riffs and licks you have previously heard. Know three well-known improvising musicians. Improvise using instruments in the context of a familiar song to be performed. <ul style="list-style-type: none"> Improvise using up to three notes Playing question and answer using up to three notes. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A and B (pentatonic scale / a five-note pattern).
Musical Activities (Composition)	<ul style="list-style-type: none"> Know that composing is like writing a story with music. Know that everyone can compose. Create simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Know and talk about a composition of music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Learn different ways of recording compositions (letter names, symbols, audio, etc.) Create a simple melody using one, three or all five different notes that can be performed within the context of the unit of song and talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Know and talk about a composition of music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Discuss and understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Discuss and understand notation recognising the connection between sound and symbol. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).