



Music curriculum coverage overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1							
Name of topic:	Hey you	Christmas Song and Nativity	In the groove	Rhythm in the way we walk and Banana Rap	Round and round	Reflect, rewind and replay	
Curriculum objective/s:	<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. 	<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. 	<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. 	<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. 	<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. 	<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. 	
Curriculum skills:	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To create rhythms and clap back. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Listen to and follow musical instructions from a leader To learn to improvise using voices and instruments. To perform with an awareness of others. To perform a song and evaluate their performance. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To create rhythms and clap back. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To create rhythms and clap back. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To create rhythms and clap back. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To create rhythms and clap back. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To create rhythms and clap back. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.



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	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader • To learn to improvise using voices and instruments. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform a song and evaluate their performance. 		<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader • To learn to improvise using voices and instruments. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform a song and evaluate their performance. 	<ul style="list-style-type: none"> • Learn to start and stop singing when following a leader. • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader • To learn to improvise using voices and instruments. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform a song and evaluate their performance. 	<ul style="list-style-type: none"> • Learn to start and stop singing when following a leader. • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader • To learn to improvise using voices and instruments. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform a song and evaluate their performance. 	<ul style="list-style-type: none"> • Learn to start and stop singing when following a leader. • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader • To learn to improvise using voices and instruments. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform a song and evaluate their performance.
Year 2						
Name of topic:	Hands, Feet, Heart	Seasonal songs and Nativity	I Wanna Play In A Band	Zoo time	Friendship Song	Reflect, Rewind and Replay.



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<p>Curriculum objective/s:</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. 	<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. 	<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. 	<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. 	<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. 	<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>Curriculum skills:</p>	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • To find a pulse. • To create rhythms for others to copy. • To listen and sing back. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). 	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Listen to and follow musical instructions from a leader • To learn to improvise using voices and instruments. • To perform with an awareness of others. • To perform a song and evaluate their performance. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • To find a pulse. • To create rhythms for others to copy. • To listen and sing back. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • To find a pulse. • To create rhythms for others to copy. • To listen and sing back. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • To find a pulse. • To create rhythms for others to copy. • To listen and sing back. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • To find a pulse. • To create rhythms for others to copy. • To listen and sing back. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap



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	<ul style="list-style-type: none"> • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Treat instruments carefully and with 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). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • To learn to improvise using voices and instruments. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform and evaluate their performance 		<ul style="list-style-type: none"> • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Treat instruments carefully and with 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). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • To learn to improvise using voices and instruments. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform and evaluate their performance. 	<p>different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <ul style="list-style-type: none"> • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Treat instruments carefully and with 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). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • To learn to improvise using voices and instruments. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down 	<p>(spoken word with rhythm).</p> <ul style="list-style-type: none"> • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Treat instruments carefully and with 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). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • To learn to improvise using voices and instruments. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform and evaluate their performance. 	<p>(spoken word with rhythm).</p> <ul style="list-style-type: none"> • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Treat instruments carefully and with 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). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • To learn to improvise using voices and instruments. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • To perform and evaluate their performance.
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				and changed if necessary. <ul style="list-style-type: none"> To perform and evaluate their performance. 		
Year 3						
Name of topic:	Let Your Spirit Fly	Glockenspiel 1	Samba* *This will take place for one Year 3 class in Spring 1 and then the other Year 3 class in Spring 2.	Three Little Birds	Bringing It Together	Reflect, Rewind and Replay
Curriculum objective/s:	<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 interrelated 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 	<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 interrelated 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 	<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 interrelated 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 	<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 interrelated 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 	<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 interrelated 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 	<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 interrelated 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



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		composers and musicians		composers and musicians	composers and musicians	composers and musicians
		<ul style="list-style-type: none"> develop an understanding of the history of music 		<ul style="list-style-type: none"> develop an understanding of the history of music 	<ul style="list-style-type: none"> develop an understanding of the history of music 	<ul style="list-style-type: none"> develop an understanding of the history of music
Curriculum skills:	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To find the pulse. To create and clap rhythms. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To find the pulse. To create and clap rhythms. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To keep and copy rhythms. To begin to follow musical notation (rhythms). To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune'. To treat instruments carefully and with respect. Play any one of the samba instruments, keeping a part and playing a rhythm. To rehearse and perform their part within the context of the samba lesson. To listen to and follow musical instructions from a leader. Improvise using the samba instruments in the context of the song they are learning to perform. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To find the pulse. To create and clap rhythms. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To find the pulse. To create and clap rhythms. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To find the pulse. To create and clap rhythms. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.



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	<p>part or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform. 		<p>pulse internally when singing.</p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform.
Year 4						
Name of topic:	Samba* *This will take place for one Year 4 class in Autumn 1 and then the other Year 4 class in Autumn 2.	Mamma Mia	Glockenspiel Stage 2	Lean On Me	Stop!	Blackbird
Curriculum objective/s:	<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 	<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, 	<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 	<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, 	<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, 	<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,



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	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated 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 	<p>control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated 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 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated 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 	<p>control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated 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 	<p>control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated 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 	<p>control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated 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
<p>Curriculum skills:</p>	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the music and how it makes them feel. To try to use musical words. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). To talk about the music and how it makes them feel. To listen carefully and respectfully to other 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).



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	<ul style="list-style-type: none"> • To demonstrate a good singing posture. • To follow a leader when singing. • To sing with awareness of being 'in tune'. • To listen to the group when singing. • To treat instruments carefully and with respect. • Play any one of the samba instruments with confidence and an awareness of others. • To rehearse and perform their part within the context of the samba lesson. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the samba song. • Improvise using the samba instruments. • Help create at least one simple rhythm. • Plan and create a section of music that can be performed within the context of the samba unit. • 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 	<ul style="list-style-type: none"> • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and in simple two-parts • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. • To treat instruments carefully and with respect. • 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 	<p>people's thoughts about the music</p> <ul style="list-style-type: none"> • Try to use musical words. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and in simple two-parts • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. • To treat instruments carefully and with respect. • 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 • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and in simple two-parts • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of 	<ul style="list-style-type: none"> • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and in simple two-parts • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. • To treat instruments carefully and with respect. • 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 	<ul style="list-style-type: none"> • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and in simple two-parts • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. • To treat instruments carefully and with respect. • 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
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Music curriculum coverage overview

	<p>recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 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. 	<p>memory or using notation</p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Improvise using instruments in the context of a song they are learning to perform Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song 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 	<ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song 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). To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say 	<p>the song from memory or using notation</p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Improvise using instruments in the context of a song they are learning to perform Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song 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 	<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Improvise using instruments in the context of a song they are learning to perform Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song 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 	<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Improvise using instruments in the context of a song they are learning to perform Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song 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
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Music curriculum coverage overview

		<p>the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 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. 	<p>how they were feeling, what they were pleased with what they would change and why.</p>	<ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 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. 	<p>and symbol (e.g. graphic/pictorial notation).</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 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. 	<p>and symbol (e.g. graphic/pictorial notation).</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 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.
Year 5						
Name of 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
Curriculum objective/s:	<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 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<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 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing



Music curriculum coverage overview

	<ul style="list-style-type: none"> 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. 	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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. 	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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. 	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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.
Curriculum skills:	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences Listen carefully and respectfully to other 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences Listen carefully and respectfully to other 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences



Music curriculum coverage overview

	<p>people's thoughts about the music</p> <ul style="list-style-type: none"> • Try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune • 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. 	<ul style="list-style-type: none"> • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune • Play a musical instrument with the correct technique within the context of the Unit song 	<p>people's thoughts about the music</p> <ul style="list-style-type: none"> • Try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune • 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 	<p>similarities and differences</p> <ul style="list-style-type: none"> • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune 	<ul style="list-style-type: none"> • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune • Play a musical instrument with the correct technique within the context of the Unit song 	<ul style="list-style-type: none"> • Listen carefully and respectfully to other people's thoughts about the music • Try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • To copy back the pitch using voices, then instruments, with and without notation. • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune • Play a musical instrument with the correct technique within the context of the Unit song
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Music curriculum coverage overview

	<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader • To lead a rehearsal session. • Improvise using instruments in the context of a song to be performed • 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). • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect 	<ul style="list-style-type: none"> • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader • To lead a rehearsal session. • Improvise using instruments in the context of a song to be performed • 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 	<p>from memory or using notation.</p> <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader • To lead a rehearsal session. • Improvise using instruments in the context of a song to be performed • 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). • To choose what to perform and create a programme. • To communicate the meaning of the words 	<ul style="list-style-type: none"> • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader • To lead a rehearsal session. • Improvise using instruments in the context of a song to be performed • 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 	<ul style="list-style-type: none"> • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader • To lead a rehearsal session. • Improvise using instruments in the context of a song to be performed • 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 	<ul style="list-style-type: none"> • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader • To lead a rehearsal session. • Improvise using instruments in the context of a song to be performed • 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
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Music curriculum coverage overview

	<ul style="list-style-type: none"> • 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...?” 	<p>connects with the song.</p> <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect • 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...?” 	<p>and clearly articulate them.</p> <ul style="list-style-type: none"> • To talk about the venue and how to use it to best effect • 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...?” 	<p>structure of the melody.</p> <ul style="list-style-type: none"> • 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). • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect • 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...?” 	<p>connects with the song.</p> <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect • 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...?” 	<p>connects with the song.</p> <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect • 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...?”
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Music curriculum coverage overview

Year 6						
Name of topic:	Happy	Classroom Jazz 2	Recorders	You've Got A Friend	Samba * *This will take place for one Year 6 class in Summer 1 and then the other Year 6 class in Summer 2.	Music and Identity
Curriculum objective/s:	<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. 	<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 	<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. 	<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 	<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 	<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



Music curriculum coverage overview

		the history of music.		composers and musicians <ul style="list-style-type: none"> develop an understanding of the history of music. 	the history of music.	<ul style="list-style-type: none"> develop an understanding of the history of music.
Curriculum skills:	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language to describe the music. To copy back the pitch using voices, then instruments, with and without notation. To listen to each other and be 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the t songs. Talk about the music and how it makes you feel, using musical language to describe the music. To copy back the pitch using voices, then instruments, with and without notation. To listen to each other and be aware of how you fit into the group. Play a musical instrument with the correct technique . Select and learn an instrumental part that matches their musical challenge, s – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To copy back the pitch using voices, then instruments, with and without notation. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. Talk about the music and how it makes them feel. Try to use musical words. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and in simple two-parts To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune'. To listen to the group when singing. To treat instruments carefully and with respect. Play any one of the samba instruments with confidence and an awareness of others. To rehearse and perform their part within the context 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To copy back the pitch using voices, then instruments, with and without notation. To sing in unison and to sing backing vocals.



Music curriculum coverage overview

	<ul style="list-style-type: none"> To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique . Select and learn an instrumental part that matches their musical challenge, s – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the 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 	<p>aware of how you fit into the group.</p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique . Select and learn an instrumental part that matches their musical challenge, s – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical 	<ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. To lead a rehearsal session Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the 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). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique . Select and learn an instrumental part that matches their musical challenge, s – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Improvise using instruments in the context of a 	<p>of the samba lesson.</p> <ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the samba song. Improvise using the samba instruments. Help create at least one simple rhythm. Plan and create a section of music that can be performed within the context of the samba unit. 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). To choose what to perform and 	<ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique . Select and learn an instrumental part that matches their musical challenge, s – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work
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Music curriculum coverage overview

	<p>recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. 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...?” 	<p>decisions about how the melody connects with the song.</p> <ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. 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...?” 	<ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<p>song to be performed.</p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the 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). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. 	<p>create a programme.</p> <ul style="list-style-type: none"> Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 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. 	<p>musically with the style of the song.</p> <ul style="list-style-type: none"> 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). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. 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
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Music curriculum coverage overview

				<ul style="list-style-type: none">• 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...?”		been even better if...?
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