

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Use musical words when talking about the songs.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
Games	<ul style="list-style-type: none"> <li>Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</li> <li>Game 2 – Rhythm Copy Back. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>Game 3 – Rhythm Copy Back, Your Turn. Create rhythms for others to copy</li> <li>Game 4 – Pitch Copy Back and Vocal Warm-up 1. Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> <li>Game 4a – Pitch Copy Back and Vocal Warm-up 2. Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>	<ul style="list-style-type: none"> <li>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</li> <li>Game 2 – Rhythm Copy Back. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>Game 3 – Rhythm Copy Back, Your Turn. Create rhythms for others to copy.</li> <li>Game 4 – Pitch Copy Back and Vocal Warm-up 1. Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li> <li>Game 4a – Pitch Copy Back and Vocal Warm-up 2. Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>	<ul style="list-style-type: none"> <li>Find the Pulse</li> <li>Rhythm Copy Back: <ul style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ul> </li> <li>Pitch Copy Back Using 2 Notes <ul style="list-style-type: none"> <li>a. Bronze: Copy back – 'Listen and sing back' (no notation)</li> <li>b. Silver: Copy back with instruments, without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ul> </li> <li>Pitch Copy Back and Vocal Warm-ups</li> </ul>	<ul style="list-style-type: none"> <li>Find the Pulse</li> <li>Rhythm Copy Back: <ul style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ul> </li> <li>Pitch Copy Back Using 2 Notes <ul style="list-style-type: none"> <li>a. Bronze: Copy back – 'Listen and sing back' (no notation)</li> <li>b. Silver: Copy back with instruments, without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ul> </li> <li>Pitch Copy Back and Vocal Warm-ups</li> </ul>	<ul style="list-style-type: none"> <li>Bronze Challenge 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</li> <li>Silver Challenge Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes</li> <li>Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes</li> </ul>	<ul style="list-style-type: none"> <li>Bronze Challenge 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</li> <li>Silver Challenge Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes</li> <li>Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>

Playing	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• 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).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• 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).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• 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.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• 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.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• 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.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• 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.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>
Improvisation	<ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>	<ul style="list-style-type: none"> <li>• Bronze Challenge: Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note.</li> <li>• Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Bronze Challenge: Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note.</li> <li>• Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Play and Copy Back <ul style="list-style-type: none"> <li>• Bronze – Copy back using instruments. Use one note.</li> <li>• Silver – Copy back using instruments. Use the two notes.</li> <li>• Gold – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> <li>• Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> <li>• Bronze – Improvise using one note.</li> <li>• Silver – Improvise using two notes.</li> <li>• Gold – Improvise using three notes.</li> </ul> </li> </ol> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<ol style="list-style-type: none"> <li>1. Play and Copy Back <ul style="list-style-type: none"> <li>• Bronze – Copy back using instruments. Use one note.</li> <li>• Silver – Copy back using instruments. Use the two notes.</li> <li>• Gold – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> <li>• Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>• Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> <li>• Bronze – Improvise using one note.</li> <li>• Silver – Improvise using two notes.</li> <li>• Gold – Improvise using three notes.</li> </ul> </li> </ol> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Composition	<ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>