

Strands of Musical Understanding (see also Appendix 1)

Singing	Listening / Musical Styles	Musicianship/musical concepts	Composing	Performing
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EYFS - NURSERY AND RECEPTION

EYFS (Understanding the World)	<p>Autumn</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> • Make independent choices • Bring their own interests and fascinations into early years settings • Respond to new experiences that you bring to their attention • Plan and think ahead about how they will explore or play with objects • Guide their own thinking and actions by referring to visual aids or by talking to themselves whilst playing 	<p>Spring</p> <p>Active learning</p> <ul style="list-style-type: none"> • Show goal directed behaviour 	<p>Summer</p> <p>Creative and critical thinking</p> <ul style="list-style-type: none"> • Review their progress as they try to achieve a goal. Check how well they are doing. • Concentrate on something that's important to them. They are increasingly able to control their attention and ignore distractions
Nursery	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally 		
Reception	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody 		



Statutory ELG: Past and Present	Children at the expected level of development will: <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher• Sing a range of well-known nursery rhymes and songs• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
Vocabulary	Nursery: pulse and rhythm Reception: pulse, rhythm and pitch

YEAR 1

YEAR 1	Autumn	Spring	Summer
Vocabulary	pulse, rhythm, pitch,	tempo, dynamics,Timbre	Texture Structure
N.C. Coverage	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music
Significant People	Vivaldi	Enya	Paul McCartney
Charanga Musical Spotlight Title	My Musical Heartbeat Dance, Sing and Play	Exploring Sounds Learning to listen	Having fun with improvisation Let's perform together
Musical Skills and Concepts	To confidently sing or rap five songs from memory and sing them in unison.		
	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.		
	To know 5 songs off by heart		
	To know what the songs are about.		
	To know and recognise the sound and names of some of the instruments they use.		

	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.		
	To know that music has a steady pulse, like a heartbeat.		
	To know that we can create rhythms from words, our names, favourite food, colours and animals.		
	Learn the names of the notes in their instrumental part from memory or when written down.		
	Learn the names of the instruments they are playing.		
	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.		
	Knowing that composing is like writing a story with music.		
	Knowing that everyone can compose.		
	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.		
	Knowing that a performance is sharing music with other people, called an audience.		
	Choose a song they have learnt from the Scheme and perform it.		
	They can add their ideas to the performance.		
	Record the performance and say how they were feeling about it.		
Enrichment			

YEAR 2

YEAR 2	Autumn	Spring	Summer
Vocabulary	Pulse/ Beat/ Metre; rhythm; pitch; dynamics	Dynamics; Tempo; Timbre; crescendo; decrescendo; pause	Texture; Structure; crotchets; quavers; crotchets rests; graphic notation; dot notation; stick notation
N.C. Coverage	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music
Significant People	Mozart	Michael Buble	Elton John
Charanga Musical Spotlight Title	Pulse, Rhythm and Pitch Playing in an orchestra	Inventing a musical story Recognising different sounds	Exploring improvisation Our big concert
Musical Skills and Concepts	To confidently know and sing five songs from memory.		
	To know that unison is everyone singing at the same time.		
	To know that songs include other ways of using the voice e.g. rapping (spoken word).		
	To know why we need to warm up our voices.		
	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).
	Learn to find a comfortable singing position.
	Learn to start and stop singing when following a leader.
	To know five songs off by heart.
	To know some songs have a chorus or a response/answer part.
	To know that songs have a musical style.
	To 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 know that music has a steady pulse, like a heartbeat.
	To know that we can create rhythms from words, our names, favourite food, colours and animals.
	To know that rhythms are different from the steady pulse.
	To know that we add high and low sounds, pitch, when we sing and play our instruments
	To learn the names of the notes in their instrumental part from memory or when written down.
	To know the names of untuned percussion instruments played in class
	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 know that composing is like writing a story with music.
	To know that everyone can compose.

	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 know that a performance is sharing music with an audience.		
	To know that a performance can be a special occasion and involve a class, a year group or a whole school.		
	To know that an audience can include your parents and friends.		
	Choose a song they have learnt from the Scheme and perform it.		
	They can add their ideas to the performance.		
	Record the performance and say how they were feeling about it.		
Enrichment			

YEAR 3

YEAR 3	Autumn	Spring	Summer
Vocabulary	Unison; pitch; beat; tempo	staff notation; dot notation; solo; allegro; adagio	stave; clef; crotchets; paired quavers; trios; quartets
N.C. Coverage	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 Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Develop an understanding of history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Significant People	Bach	Andrew Lloyd Webber	Harry Styles

Music - Whole School Long Term Planning

Academic Year 2023-24

Charanga Musical Spotlight Title	Writing music down Playing in a band	Compose using your imagination More musical styles	Enjoying improvisation Opening night
Musical Skills and Concepts	To know and be able to talk about singing in a group can be called a choir		
	To know and be able to talk about Leader or conductor: A person who the choir or group follow		
	To know and be able to talk about songs can make you feel different things e.g. happy, energetic or sad		
	To know and be able to talk about singing as part of an ensemble or large group is fun, but that you must listen to each other		
	To know why you must warm up your voice		
	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 know five songs from memory and who sang them or wrote them.		
	To know the style of the five songs.		
	To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 		
	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.
	Know how to find and demonstrate the pulse.
	Know the difference between pulse and rhythm.
	Know how pulse, rhythm and pitch work together to create a song.
	Know that every piece of music has a pulse/steady beat.
	Know the difference between a musical question and an answer.
	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)
	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot
	To know and be able to talk about improvisation: When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
	To know that using one or two notes confidently is better than using five
	To know and be able to talk about improvisation::
	To know that if you improvise using the notes you are given, you cannot make a mistake
	To improvise using instruments in the context of the song they are learning to perform
	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
	To know and be able to talk about: Different ways of recording compositions (letter names, symbols, audio etc.)
	To help create at least one simple melody using one, three or five different notes.
	To plan and create a section of music that can be performed within the context of the unit song.
	To talk about how it was created.

	To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.		
	To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		
	To know and be able to talk about: Performing is sharing music with other people, an audience		
	To know and be able to talk about: A performance doesn't have to be a drama! It can be to one person or to each other		
	To know and be able to talk about: You need to know and have planned everything that will be performed		
	To know and be able to talk about: You must sing or rap the words clearly and play with confidence		
	To know and be able to talk about: A performance can be a special occasion and involve an audience including of people you don't know		
	To know and be able to talk about: It is planned and different for each occasion		
	To know and be able to talk about: It involves communicating feelings, thoughts and ideas about the song/music		
	To choose what to perform and create a programme		
	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.		
Enrichment			

YEAR 4

YEAR	Autumn	Spring	Summer
Vocabulary	Octave; crescendo; decrescendo; time signatures; legato; staccato	pentatonic; minim; crochet; crotchet rest; paired quavers; major; minor; rhythm notation; graphic symbols; staff notation	melody; accompaniment; duet; static parts; moving parts; rhythmic scores; rhythmic texture
N.C. Coverage	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 Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Develop an understanding of history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Significant People	Handel	Andrea Bocelli	Freddie Mercury
Charanga Musical Spotlight Title	Musical structure Exploring feelings when you play	Compose with your friends Feelings through music	Expression and improvisation The show must go on!
Musical Skills and Concepts	To know and be able to talk about: Singing in a group can be called a choir		
	To know and be able to talk about: Leader or conductor: A person who the choir or group follow		
	To know and be able to talk about: Songs can make you feel different things e.g. happy, energetic or sad		
	To know and be able to talk about: Singing as part of an ensemble or large group is fun, but that you must listen to each other		
	To know and be able to talk about: Texture: How a solo singer makes a thinner texture than a large group		
	To know and be able to talk about: To know why you must warm up your voice		
	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 know five songs from memory and who sang them or wrote them.
	To know the style of the five songs.
	To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about.
	<ul style="list-style-type: none"> Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song
	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).
	Talk about the music and how it makes them feel.
	Listen carefully and respectfully to other people's thoughts about the music.
	When you talk try to use musical words.
	Know and be able to talk about: How pulse, rhythm and pitch work together
	Know and be able to talk about: Pulse: Finding the pulse – the heartbeat of the music
	Know and be able to talk about: Rhythm: the long and short patterns over the pulse

	Know and be able to talk about: Know the difference between pulse and rhythm
	Know and be able to talk about: Pitch: High and low sounds that create melodies
	Know and be able to talk about: How to keep the internal pulse
	Know and be able to talk about: Musical Leadership: creating musical ideas for the group to copy or respond to
	Know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone).
	Know and be able to talk about: Other instruments they might play or be played in a band or orchestra or by their friends.
	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)
	To know and be able to talk about: Different ways of recording compositions (letter names, symbols, audio etc.)
	To help create at least one simple melody using one, three or all five different notes. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
	To plan and create a section of music that can be performed within the context of the unit song.
	To talk about how it was created.
	To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
	To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	To know and be able to talk about: Performing is sharing music with other people, an audience
	To know and be able to talk about: A performance doesn't have to be a drama! It can be to one person or to each other
	To know and be able to talk about: You need to know and have planned everything that will be performed
	To know and be able to talk about: You must sing or rap the words clearly and play with confidence
	To know and be able to talk about: A performance can be a special occasion and involve an audience including of people you don't know
	To know and be able to talk about: It is planned and different for each occasion

	To know and be able to talk about: It involves communicating feelings, thoughts and ideas about the song/music		
	To choose what to perform and create a programme.		
	To 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.		
Enrichment			

YEAR 5

YEAR 5	Autumn	Spring	Summer
Vocabulary	Groove; beat; dynamics; fortissimo; pianissimo; mezzo forte; mezzo piano	time signature; staff notation; graphic symbols; triads; semibreves	minims; crotchets; crotchet rests; paired quavers; semiquavers
N.C. Coverage	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 Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Develop an understanding of history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Significant People	Beethoven	Mariah Carey	Ed Sheeran
Charanga Musical Spotlight Title	Melody and harmony in music Sing and play in different styles	Composing and chords Enjoying musical styles	Freedom to improvise Battle of the bands

Musical Skills and Concepts	To record the performance and say how they were feeling, what they were pleased with, what they would change and why.
	To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice
	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'.
	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
	To know the style of the five songs and to name other songs from the Units in those styles.
	To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?
	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.
	To listen carefully and respectfully to other people's thoughts about the music
	When you talk, try to use musical words.
	To talk about the musical dimensions working together in the Unit songs.
	To talk about the music and how it makes you feel.
	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
	Know and be able to talk about: How to keep the internal pulse
	Know and be able to talk about: Musical Leadership: creating musical ideas for the group to copy or respond to
	Know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols
	Know and be able to talk about: The notes C, D, E, F, G, A, B + C on the treble stave
	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
	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
	To know and be able to talk about: A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

	To know and be able to talk about: Notation: recognise the connection between sound and symbol		
	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song		
	Explain the keynote or home note and the structure of the melody		
	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.		
	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		
	To know and be able to talk about: Performing is sharing music with other people, an audience		
	To know and be able to talk about: A performance doesn't have to be a drama! It can be to one person or to each other		
	To know and be able to talk about: Everything that will be performed must be planned and learned		
	To know and be able to talk about: You must sing or rap the words clearly and play with confidence		
	To know and be able to talk about: A performance can be a special occasion and involve an audience including of people you don't know		
	To know and be able to talk about: It is planned and different for each occasion		
	To know and be able to talk about: A performance involves communicating ideas, thoughts and feelings about the song/music		
	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...?"		
Enrichment			

YEAR 6

YEAR 6	Autumn	Spring	Summer
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Music - Whole School Long Term Planning

Academic Year 2023-24

Vocabulary	Syncopated rhythm; groove; pentatonic scale; ternary; staff notation	octave range; fortissimo; pianissimo; mezzo forte; mezzo piano	semibreves; minims; crotchets; quavers; semiquavers; rests
N.C. Coverage	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 Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Develop an understanding of history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Significant People	Tchaikovski	Amy Winehouse	Adele
Charanga Musical Spotlight Title	Music and technology Developing ensemble skills	Creative composition Musical styles connect us	Improvising with confidence Farewell tour
Musical Skills and Concepts	To sing with awareness of being 'in tune'.		
	To know about the style of the songs so you can represent the feeling and context to your audience		
	To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice		
	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'.
	To know five songs from memory, who sang or wrote them, when they were written and why?
	To know the style of the songs and to name other songs from the Units in those styles.
	To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity
	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.
	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
	Know and be able to talk about: How to keep the internal pulse
	Know and be able to talk about: Musical Leadership: creating musical ideas for the group to copy or respond to
	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols
	To know and be able to talk about: The notes C, D, E, F, G, A, B + C on the treble stave
	To know and be able to talk about: The instruments they might play or be played in a band or orchestra or by their friends

	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.
	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
	To know and be able to talk about: A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
	To know and be able to talk about: Notation: recognise the connection between sound and symbol
	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
	Explain the keynote or home note and the structure of the melody.
	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	To know and be able to talk about: Performing is sharing music with an audience with belief
	To know and be able to talk about: A performance doesn't have to be a drama! It can be to one person or to each other
	To know and be able to talk about: Everything that will be performed must be planned and learned
	To know and be able to talk about: You must sing or rap the words clearly and play with confidence
	To know and be able to talk about: A performance can be a special occasion and involve an audience including of people you don't know
	To know and be able to talk about: It is planned and different for each occasion
	To know and be able to talk about: A performance involves communicating ideas, thoughts and feelings about the song/music

	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...?”		
Enrichment			