



Music Intent

At Barrow Church of England Primary, we believe in providing children with a wide range of musical opportunities to enable them to fulfil both their individual creativity and develop their team-working skills. As well as providing a source of enjoyment for children and adults alike, music has the ability to improve mental well-being. It provides an extra vehicle to express and communicate feelings. Understanding both the emotional and cultural differences within music facilitates children to understand the world around them. We value the importance of giving our children access to a musical education by teaching them the key knowledge and skills to help them to appreciate all kinds of music.

Music Implementation

The Music curriculum is delivered through discreet lessons using The Charanga School Scheme (sponsored by a local orchestra). The scheme is in-line with the National Curriculum expectations (model music curriculum) and it provides an integrated, practical, exploratory and child-led approach to music learning. Each unit of work includes three main strands: 1. Listening and appraising music from a variety of genres, 2. Musical Activities include warm up games, singing, playing instruments, improvisation, and composition, 3. Performing. The Charanga Units enable children to understand musical concepts and enable a more secure, deeper learning and mastery of musical skills. Key vocabulary is taught and re-visited to embed and strengthen children's knowledge. Children are given the opportunity to play a variety of tuned and non-tuned instruments including glockenspiels, ukulele and boom whackers. Music is embedded within the life of the school. Whole school collective worships promote music, for example, children listen to music from a variety of genres as they enter and leave assemblies and they attend a weekly Singing Assembly. In addition, the pupils perform at various events throughout the year. Every year group is involved in putting on a performance during the year whilst the KS 2 children also have the opportunity to participate in the Young Voices concert in Manchester. KS 2 children also learn to play the ukulele and play samba drums during their whole class music lessons through the Music Hub and perform to the school and parents, showcasing what they have learnt. The children can enroll in a weekly Music lessons through 'Music for Life' (peripatetic teaching).

Music Impact

Evidence of music is collected through photographs, performances, and videos. By the end of Year 6, children will have had the opportunity to play various instruments, participate in a variety of school performances and be able to use their knowledge of musical features to describe different genres. Children will have the confidence to use musical vocabulary when discussing and composing music and be able to appraise and appreciate a variety of music throughout their life. Participation in music develops wellbeing, promotes listening and develops concentration. We promote a love of music across the school, encouraging pupils to want to continue building on their musical ability in to the future.

- Understanding Music (musicianship)
- Listening
- Improvising
- Composing
- Performing (**singing and instruments skills are included**)

The Music Curriculum is a spiral curriculum where disciplinary and substantive knowledge are taught and encountered throughout the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Sing a few familiar songs and rhymes. Join in with repeated refrains. Sing the pitch of a tone sung by another person. Create their own songs and improvise a song around one they know. Tap out simple repeated rhythms on a range of instruments and resources. Explore and learn how sounds can be changed.</p>					
Cycle A	My Musical Heartbeat	Playing in an orchestra	Exploring sounds	Recognising different sounds	Having fun with improvisation	Our big concert
Cycle B	Pulse, rhythm and Pitch	Dance, Sing and Play!	Inventing a musical Story	Learning to Listen	Exploring improvisation	Let's Perform Together
Year 1	<p><u>Understanding Music</u> Keep a steady beat. Copy back a simple rhythm with clapping.</p> <p><u>Listening</u> Move, dance and respond when listening to music. Talk about any other music they have heard that is similar.</p>	<p><u>Understanding Music</u> Begin to move in time with a steady beat or pulse.</p> <p><u>Listening</u> Recognise some orchestral instruments.</p> <p><u>Improvising</u> Begin to create their own musical ideas to create using the notes given.</p>	<p><u>Understanding Music</u> Copy back singing high and low patterns.</p> <p><u>Listening</u> Describe thoughts and feelings when listening to the music including likes and dislikes.</p> <p><u>Improvising</u> Create a pitch pattern.</p> <p><u>Composing</u></p>	<p><u>Understanding Music</u> Find and keep a steady beat.</p> <p><u>Listening</u> Identify loud and quiet sounds as an introduction to dynamics.</p> <p><u>Improvising</u> Understand the difference between a rhythm</p>	<p><u>Understanding Music</u> Use voices with increasing control.</p> <p><u>Listening</u> Talk about what the music makes them think about.</p> <p><u>Improvising</u> Create a fast and a slow pattern.</p> <p><u>Composing</u></p>	<p><u>Understanding Music</u> Start to know and demonstrate the difference between pulse, rhythm and pitch.</p> <p><u>Listening</u> Begin to understand different styles of music.</p> <p><u>Improvising</u> Improvise with the three given notes (CDE)</p>

	<p><u>Improvising</u> Follow a 'steady beat' and stay in time.</p> <p><u>Composing</u> Begin to understand that composing is like writing a story that others can read.</p> <p>Create musical sound effects and short sequences of sounds.</p> <p><u>Performing</u> Sing, rap, rhyme as part of a group</p> <p>Learning to treat instruments carefully.</p>	<p><u>Composing</u> Combine musical sounds to make a story.</p> <p><u>Performing</u> Add movements to a song.</p> <p>Play a part on an instrument by ear.</p>	<p>Compose a pitch pattern.</p> <p>Introduce graphic notation.</p> <p><u>Performing</u> Following the conductor or leader.</p> <p>Rehearse and learn a part with a simple melodic instrument.</p>	<p>pattern and a pitch pattern.</p> <p><u>Composing</u> Compose a rhythm pattern and record with graphic notation.</p> <p><u>Performing</u> Learn to play together whilst keeping a steady beat.</p>	<p>Compose pattern and record with agreed graphic notation to be performed by others.</p> <p><u>Performing</u> Singing songs from memory</p> <p>Rehearse and perform a repeat rhythm.</p> <p>Talk about the performance and express what they enjoyed.</p>	<p><u>Composing</u> Compose pattern and record with agreed graphic notation to be performed by others in groups.</p> <p><u>Performing</u> Try to understand the meaning of a song.</p> <p>Play together as a group.</p>
Year 2	<p><u>Understanding Music</u> Move in time and find a steady beat together. Create their own rhythmic pattern.</p> <p><u>Listening</u> Invent different actions to move in time with music. Talk about their thoughts and</p>	<p><u>Understanding Music</u> Move in time and keep a steady beat together.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p><u>Listening</u> Recognise some band and orchestral instruments.</p>	<p><u>Understanding Music</u> Copy back a simple melodic pattern using high and low.</p> <p><u>Listening</u> Talk about why they like or don't like the music and talk about any similar music they have heard.</p> <p><u>Improvising</u> Respond to a musical question with a pitch pattern response.</p>	<p><u>Understanding Music</u> Understand the difference between a rhythmic pattern and a pitch pattern.</p> <p>Copy and play back rhythms on percussion.</p> <p><u>Listening</u> Describe the tempo and</p>	<p><u>Understanding Music</u> Sing short phrases independently.</p> <p><u>Listening</u> Describe what they see in their imaginations when listening to a piece of music.</p> <p><u>Improvising</u> Use tempo and dynamics purposefully.</p> <p><u>Composing</u> To use dot notation and stick notation to compose.</p>	<p><u>Understanding Music</u> Recognise long and short sounds and match them to syllables and movement.</p> <p><u>Listening</u> Talk about where music fits into the world.</p> <p><u>Improvising</u> Improvise with the five given notes (GABCD)</p>

	<p>feelings when hearing music.</p> <p>Improvising Make a steady beat and stay in time.</p> <p>Composing Create music to a non-musical stimulus. (Eg storm, car race or rocket launch)</p> <p>Performing Demonstrate a good singing posture.</p> <p>Performing short, repeating rhythm whilst keeping in time with a steady beat.</p>	<p>Improvising Understanding that improvisation is making up a tune on the spot.</p> <p>Composing Combine musical sounds to make a story using graphic notation.</p> <p>Performing Add actions and movements to a song.</p> <p>Rehearse and learn a melodic instrumental part.</p>	<p>Composing To use dot notation to record a pitch pattern.</p> <p>Performing Sing with more pitch accuracy.</p> <p>Play a part on a tuned instrument.</p>	<p>dynamics in the music.</p> <p>Improvising Respond to a musical question with both a pitch pattern response and then a rhythm pattern response.</p> <p>Composing To use stick notation to record a rhythm pattern.</p> <p>Performing Listening for being in time or out of time. Rehearse and perform within a context of a unit song.</p>	<p>Performing Singing as part of a choir.</p> <p>Play together as a group keeping in time with a steady beat.</p>	<p>Composing To use dot notation and stick notation to compose and perform.</p> <p>Performing Try to communicate the meaning of the words while performing.</p>
Yr 3,4,5,&6 Cycle A Mixed Yr 3/4	Writing Down Music	Exploring Feelings When You Play	Compose Using Your Imagination	Feelings Through Music	Enjoying Improvisation	Music for Life Samba
Yr 3,4,5,&6 Cycle B Mixed Yr 3/4	Musical Structures	Playing in a band	Compose with your Friends	More Musical Styles	Expression and Improvisation	Music for Life Ukulele
Yr 3,4,5,&6 Cycle C	Melody and Harmony in Music	Developing Ensemble Skills	Composing and Chords	Musical Styles Connect Us	Freedom to Improvise	Music for Life Samba

Mixed Yr 5/6						
Yr 3,4,5,&6 Cycle D	Music and Technology	Sing and Play in Different Styles	Creative Composition	Enjoying Musical Styles	Improvising with Confidence	Music for Life Ukulele
Mixed Yr 5/6						
Year 3	<p><u>Understanding Music</u> Sing and play an instrument to different time signatures.</p> <p><u>Listening</u> Talk about the emotions I feel when I listen to a piece of music.</p> <p><u>Improvising</u> Understand that improvisation is when you make up your own melody.</p> <p><u>Composing</u> Compose a simple melody that starts and ends on a home note.</p> <p><u>Performing</u> Sing as part of a group or as a solo, demonstrating a good singing posture.</p>	<p><u>Understanding Music</u> Understand that long/short and high/low sounds can be represented by musical symbols. Symbols can be written on a staff helping us to remember what we can sing and play.</p> <p><u>Listening</u> Give my opinion about music I listen to</p> <p><u>Improvising</u> Improvise successfully by listening and responding to music.</p> <p><u>Composing</u> Perform a composition using notes of their own choice.</p> <p><u>Performing</u></p>	<p><u>Understanding Music</u> Copy back simple rhythmic patterns and clap a rhythm that I have made up myself.</p> <p><u>Listening</u> I can find the pulse of the music.</p> <p><u>Improvising</u> Create simple rhythms to create simple phrases using limited notes.</p> <p><u>Composing</u> Shape melody, using steps and leaps.</p> <p>Describe how their melodies were created.</p> <p><u>Performing</u> I can follow the leader or conductor. Sing in unison.</p>	<p><u>Understanding Music</u> I can recognise various notes and their rests. Copy back simple melodic patterns, following basic notation.</p> <p><u>Listening</u> Listen to music from around the world and talk confidently about the features.</p> <p><u>Improvising</u></p> <p><u>Composing</u> Start to use a simple structure when composing e.g. Introduction, verse and chorus or AB form.</p> <p>Use simple dynamics and tempo to express</p>	<p><u>Understanding Music</u> Recognise the difference between major and minor sounds.</p> <p><u>Listening</u> Discuss a piece of music using appropriate musical language.</p> <p><u>Improvising</u> Structure musical ideas to create music that has a beginning, middle and an end.</p> <p><u>Composing</u> Create simple rhythmic patterns using both notes and rests.</p> <p><u>Performing</u> Include musical ideas/passages within a rehearsal to enhance future performances.</p> <p>Express how my performance affected me emotionally.</p>	<p><u>Understanding Music</u></p> <p><u>Listening</u> Recognise a range of musical instruments.</p> <p><u>Improvising</u></p> <p><u>Composing</u></p> <p><u>Performing</u> talk about/evaluate my performance, considering what was good and what could be improved. Introduce the song and explain why it was chosen, focusing on relevant personal connections.</p>

	<p>Play or perform as a soloist or as part of an ensemble a song that has been learnt.</p>	<p>Sing with attention to clear diction.</p> <p>I can explain why a song was chosen.</p>		<p>loud/quiet and fast/slow.</p> <p>Performing Have an understanding of the musical themes and how they have shaped my performance.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following a beat.</p>	<p>Sing more expressively, with attention to breathing and phrasing.</p>	
Year 4	<p>Understanding Music Perform with an understanding of simple time signatures.</p> <p>Listening Talk about the words of a song and explain why the music was written.</p> <p>Improvising Improvise within a major scale using one to 5 notes.</p> <p>Composing Compose a simple melody over a chord</p>	<p>Understanding Music Recognise some notation that is written on a staff.</p> <p>Listening Identify the difference between a fast, steady, and slow tempo, using appropriate vocabulary.</p> <p>Improvising</p> <p>Composing Use music technology effectively to</p>	<p>Understanding Music Copy back and improvise rhythmic patterns.</p> <p>Listening I can find the pulse of the music and sometimes identify the first beat of the bar.</p> <p>Improvising Improvise using more complex rhythms and melodic patterns.</p> <p>Composing Recognise that melody can move in steps or leaps. The space between notes is called an interval.</p>	<p>Understanding Music Copy back melodic patterns, following basic notation.</p> <p>Hear a note and suggest its length in relation to other notes over a steady pulse.</p> <p>Listening Recognise and explore a range of musical styles and traditions and know their basic indicators.</p> <p>Improvising</p>	<p>Understanding Music Copy back melodic patterns, identifying major and minor sounds following basic notation.</p> <p>Listening Recognize the different between major, minor, and pentatonic sounds.</p> <p>Improvising Explore improvisation within the major scale using more notes (D, E, F#, A and B)</p> <p>Composing Compose using notation from a chosen key.</p> <p>Performing</p>	<p>Understanding Music</p> <p>Listening Describe the differences between legato and staccato.</p> <p>Improvising Improvise using a range of pitches including legato and staccato.</p> <p>Composing</p> <p>Performing Discuss and reflect upon my performance</p>

	<p>progression that starts and ends on the home note.</p> <p><u>Performing</u> Rehearse and comfortably perform to others, showing the progress I have made during my lesson.</p> <p>Sing as part of a choir with awareness of the size: The larger the choir the thicker and richer the musical texture.</p>	<p>capture, edit and combine sounds.</p> <p>Compose using a pentatonic scale.</p> <p><u>Performing</u> I can explain why a song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Demonstrate vowel sounds, blended sounds and consonants create various sounds when singing.</p>	<p>Compose a basic song accompaniment using pulse, rhythm and pitch.</p> <p><u>Performing</u> Play or perform in solo or ensemble contexts, from memory or from following stave notation.</p> <p>Sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p>	<p><u>Composing</u> Use a simple structure when composing – there is a start, a middle and an end.</p> <p>Use simple dynamics and tempo to express loud/quiet and fast/slow.</p> <p><u>Performing</u> Communicate the meaning of the words and articulate them clearly.</p> <p>Sing ‘on pitch’ and ‘in time’.</p>	<p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Sing in different time signatures: 2/4, ¾ and 4/4</p>	<p>to improve upon future performances.</p> <p>Sing expressively, with attention to staccato and legato.</p>
Year 5	<p><u>Understanding Music</u> Understand and respond to music in various time signatures.</p> <p><u>Listening</u> Talk about the emotions I feel when I listen to a piece of music.</p> <p><u>Improvising</u></p>	<p><u>Understanding Music</u> Understand formal, written notation and equivalent rests.</p> <p><u>Listening</u> I can find the pulse and identify the first beat of the bar.</p> <p><u>Improvising</u></p>	<p><u>Understanding Music</u> Listen and copy back complex rhythmic patterns.</p> <p><u>Listening</u> I can sing or clap memorable rhythmic/melodic phrases.</p> <p><u>Improvising</u></p>	<p><u>Understanding Music</u> Copy back complex melodic patterns, following basic notation.</p> <p><u>Listening</u> Recognise and explore a range of musical styles and traditions.</p> <p><u>Improvising</u></p>	<p><u>Understanding Music</u> <u>Listening</u> Use body percussion and untuned instruments to copy challenging rhythms. I can confidently recognise the difference between major and minor tonalities.</p> <p><u>Improvising</u> Experiment using a wider range of dynamics, including very</p>	<p><u>Understanding Music</u> <u>Listening</u> Identify most instruments and identify their timbre.</p> <p><u>Improvising</u></p> <p><u>Composing</u></p>

	<p>Improvise with increasing confidence using more notes and rhythms.</p> <p>Composing Compose and perform an eight to 16-bar melodic phrase using a pentatonic scale.</p> <p>Perform this melody on tuned percussion and/or melodic instruments.</p> <p>Performing Perform in smaller groups, as well as the whole class.</p> <p>Perform as part of a mixed ensemble of acoustic instruments.</p> <p>Sing in a unison and as part of a smaller group.</p>	<p>I can follow a steady beat keeping in time with the pulse of the music.</p> <p>Composing Use music software/technology to compose an eight to 16-bar melodic phrase using a pentatonic scale, performing this on tuned percussion and/or melodic instruments.</p> <p>I can use music software/technology to compose.</p> <p>Performing Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>To use structured phrases and improved melodic shape.</p> <p>Composing Enhance their melody with simple chord progressions.</p> <p>Performing Perform from memory or with notation, with confidence and accuracy.</p> <p>Lead part of the rehearsal and or part of the performance.</p> <p>I can sing in unison and in up to two to three parts.</p>	<p>Create music with phrases made up of notes, rather than just lots of notes played one after the other.</p> <p>Composing Compose a ternary form piece.</p> <p>Use a planned structure when composing, using a wide range of dynamics and tempos.</p> <p>Performing Record the performance and compare it to a previous performance; to explain how well the performance communicated the mood of each piece.</p> <p>Self-correct if lost or out of time.</p>	<p>loud <i>fortissimo</i>, very quiet <i>pianissimo</i>, moderately loud <i>mezzo forte</i> and moderately quiet <i>mezzo piano</i>.</p> <p>Composing Use various Charanga composition tools to compose structured melodies of varying lengths.</p> <p>Performing Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Sing in different time signatures: 2/4, ¾, 4/4 and 6/8</p>	<p>Performing Collect feedback from the audience and reflect on how future performances might be different.</p> <p>Talk about the different styles of singing used for different styles of songs.</p>
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		Sing expressively, with attention to dynamics and articulation.				
Year 6	<p><u>Understanding Music</u> Understand and respond to music using various time signatures.</p> <p><u>Listening</u> Talk about the emotions I feel when I listen to a piece of music and which other pieces make me feel the same.</p> <p><u>Improvising</u> Improvise with increasing confidence including rests or silent beats.</p> <p><u>Composing</u> To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest.</p>	<p><u>Understanding Music</u> Use formal, written notation and equivalent rests.</p> <p><u>Listening</u> I can find the pulse and identify the first beat of the bar in different styles of music.</p> <p><u>Improvising</u></p> <p><u>Composing</u> I can use music software/technology to compose to capture, change and combine sounds.</p> <p><u>Performing</u> Create, rehearse, and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of</p>	<p><u>Understanding Music</u> Listen and copy back complex rhythmic patterns in different music styles.</p> <p><u>Listening</u> I can sing or clap memorable rhythmic/melodic phrases in different music styles.</p> <p><u>Improvising</u> To use structured phrases and improved melodic shape, with a broad range of dynamics (Quiet and loud)</p> <p><u>Composing</u> Enhance my melody with rhythmic or simple chord progressions.</p> <p><u>Performing</u> Rehearse and lead parts of the performance, individually or as part of a group.</p> <p>Perform from memory or with notation.</p>	<p><u>Understanding Music</u> I can listen with attention to detail and recall sounds.</p> <p><u>Listening</u> Recognise and explore a range of musical styles and traditions and make comparisons.</p> <p><u>Improvising</u> Play for longer periods as a soloist and in response to others in a group.</p> <p><u>Composing</u> Compose a ternary form piece, showing variation between the A and B sections, and discuss how this contrast.</p> <p>Use a planned structure when composing, using a</p>	<p><u>Understanding Music</u> Use body percussion instruments and my voice confidently.</p> <p><u>Listening</u> I can confidently recognise the difference between major and minor tonalities, and which instruments they think they belong to.</p> <p><u>Improvising</u> Become more skilled in improvising and use melodic jumps that might get higher and lower.</p> <p><u>Composing</u> Use various Charanga composition tools to compose a structured melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense.</p> <p><u>Performing</u> Discuss how the performance might change if it was repeated</p>	<p><u>Understanding Music</u></p> <p><u>Listening</u> Identify and describe the sounds of contrasting vocal and instrumental sounds.</p> <p><u>Improvising</u></p> <p><u>Composing</u></p> <p><u>Performing</u> Collect feedback from the audience and reflect on how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>

	<p>Notate this melody.</p> <p>Play this melody on tuned percussion and/or orchestral instruments.</p> <p>Performing Perform a range of songs as a choir in school assemblies, school performance opportunities and <i>to a wider audience.</i></p> <p>Sing as part of a choir with a good sense of ensemble and performance.</p>	<p>the musical, cultural and historical contexts.</p> <p>Sing with and without an accompaniment.</p>	<p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of a performing space and how to use it.</p> <p>Sing in parts.</p>	<p>wide range of dynamics and tempos. (Including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Performing Record the performance and compare it to a previous performance.</p> <p>Lead a singing performance.</p>	<p>in a larger/smaller performance space.</p> <p>Sing in different time signatures: 2/4, ¾, 4/4, 5/4 and 6/8</p>	
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Vocabulary					
Yr 1	Yr 2	Yr 3	Yr 4	Yr5	Yr 6
Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, audience, imagination, song, orchestra,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae,	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,	bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums,	melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, crotchet,

	band, percussion, piano accompaniment, lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, introduction, verse, chorus.	pentatonic scale, imagination, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns	digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo,	melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte,	minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords
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Improvising					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G	Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A	Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D	Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B	Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D

Composing						
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	

<p>Create a simple melody using crotchets and minims. Start and end on the same note.</p>	<p>Create a simple melody using crotchets and minims. Start and end on the same note.</p>	<p>Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C</p> <p>Start and end on the note F (F major). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p>	<p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>Start and end on the note A (A minor). D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor). G, A G, A, B</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C</p> <p>Start and end on the note F (F major). G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (G major). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G). G, B\flat G, B\flat, C G, B\flat, C, D G, B\flat, C, D, F</p> <p>Start and end on the note G (minor pentatonic on G). D, E D, E, F D, E, F, G</p>
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			G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G).		D, E, F, G, A Start and end on the note D (D minor). F, G F, G, A F, G, A, B \flat F, G, A, B \flat , C Start and end on the note F (F major). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F).
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Procedural Knowledge refers to the knowledge of **how** to perform a specific skill or task, it is automatic. Examples of procedural knowledge in Music are:

- African Drumming
- Music Theory with keyboards
- Singing
- Ukuleles

Declarative Knowledge involves “knowing that”. Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind. It is the **Who, what, where, when and why of learning**. Examples in Music:

- What is rhythm?
- What is pitch?
- What is a beat?
- What is a minim, crochet, crochet rest and a paired quaver?

The two work together. For example, to know the substantive knowledge of ‘What is a beat?’, disciplinary knowledge of playing a taught beat or composing their own beat would be necessary to answer this question.

Substantive – I Know that ... (Procedural Knowledge)

Disciplinary – I know how to (Declarative Knowledge)