



Music – Improvising

Early Years

Children in reception will be learning to: Taken from Development Matters	Early Learning Goal – Being imaginative and expressive
Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups	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.

Year 1 Knowledge	Year 1 Skills	Year 2 Knowledge	Year 2 Skills
Improvisation is about making up your own tunes on the spot. <ul style="list-style-type: none"> • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! 	Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 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. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. 	Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 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. 3. Improvise! – Take it in turns to improvise using one or two notes.
Year 3 Knowledge	Year 3 Skills	Year 4 Knowledge	Year 4 Skills
To know and be able to talk about improvisation: <ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the challenges: <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Challenges: <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes.
Year 5 Knowledge	Year 5 Skills	Year 6 Knowledge	Year 6 Skills

<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● 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 that if you improvise using the notes you are given, you cannot make a mistake ● To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back Copy back using instruments. Use the two notes. 2. Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use two notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Improvise using three notes. 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>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● To know that using one, two or three notes confidently is better than using five ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>Consolidation of previous learning - Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges.</p> <ol style="list-style-type: none"> 1. Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Improvise using three notes. 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)
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Music – Listen and appraise

Early Years

<p><u>Children in reception will be learning to: Taken from Development Matters</u></p>	<p><u>Early Learning Goal – Being imaginative and expressive</u></p>
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups</p>	<p>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.</p>

<u>Year 1 Knowledge</u>	<u>Year 1 Skills</u>	<u>Year 2 Knowledge</u>	<u>Year 2 Skills</u>
<p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<ul style="list-style-type: none"> ● To learn how songs can tell a story or describe an idea

<u>Year 3 Knowledge</u>	<u>Year 3 Skills</u>	<u>Year 4 Knowledge</u>	<u>Year 4 Skills</u>
To know the style of the five songs. Identify the main sections of the song (introduction, verse, chorus etc.)	To confidently identify and move to the pulse. To think about what the words of a song mean.	To know the style of the five songs Some of the style indicators of that song (musical characteristics that give the song its style).	To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
<u>Year 5 Knowledge</u>	<u>Year 5 Skills</u>	<u>Year 6 Knowledge</u>	<u>Year 6 Skills</u>
Some of the style indicators of the songs (musical characteristics that give the songs their style) The historical context of the songs. What else was going on at this time?	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.	Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Know and talk about that fact that we each have a musical identity	Use musical words when talking about the songs. Talk about the music and how it makes you feel, using musical language to describe the music.

Music – Playing

Early Years

<u>Children in reception will be learning to: Taken from Development Matters</u>	<u>Early Learning Goal – Being imaginative and expressive</u>
Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups	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.

<u>Year 1 Knowledge</u>	<u>Year 1 Skills</u>	<u>Year 2 Knowledge</u>	<u>Year 2 Skills</u>
To know and be able to talk about: <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	To know and be able to talk about: <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> • 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.
<u>Year 3 Knowledge</u>	<u>Year 3 Skills</u>	<u>Year 4 Knowledge</u>	<u>Year 4 Skills</u>

<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> ● 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. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● *(Revisited from Year 2) Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> ● 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 experience leading the playing by making sure everyone plays in the playing section of the song.
<u>Year 5 Knowledge</u>	<u>Year 5 Skills</u>	<u>Year 6 Knowledge</u>	<u>Year 6 Skills</u>
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave 	<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. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<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 lead a rehearsal session.

Music – Singing

Early Years

<u>Children in reception will be learning to: Taken from Development Matters</u>	<u>Early Learning Goal – Being imaginative and expressive</u>
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups</p>	<p>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.</p>

<u>Year 1 Knowledge</u>	<u>Year 1 Skills</u>	<u>Year 2 Knowledge</u>	<u>Year 2 Skills</u>
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<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <ul style="list-style-type: none"> ● 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 	<p>To confidently know and sing five songs from memory.</p> <ul style="list-style-type: none"> ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. 	<ul style="list-style-type: none"> ● 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
<p style="text-align: center;"><u>Year 3 Knowledge</u></p>	<p style="text-align: center;"><u>Year 3 Skills</u></p>	<p style="text-align: center;"><u>Year 4 Knowledge</u></p>	<p style="text-align: center;"><u>Year 4 Skills</u></p>
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other 	<ul style="list-style-type: none"> ● 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 have an awareness of the pulse internally when singing. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Leader or conductor: A person who the choir or group follow ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice 	<ul style="list-style-type: none"> ● To enjoy exploring singing solo. ● To re-join the song if lost. ● To listen to the group when singing.
<p style="text-align: center;"><u>Year 5 Knowledge</u></p>	<p style="text-align: center;"><u>Year 5 Skills</u></p>	<p style="text-align: center;"><u>Year 6 Knowledge</u></p>	<p style="text-align: center;"><u>Year 6 Skills</u></p>
<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To listen to each other and be aware of how you fit into the group. 	<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● 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.