

Year Group	Autumn	Spring	Summer
<b>Scheme</b>	All units refer to the Charanga scheme. During each phase children will be exposed to a range of musical instruments including string, percussion and woodwind.		
<b>Assessment</b>	At the end of each term pupils are expected to know, apply and understand the matters, skills and processes taught in the relevant program of study. At the end of each term teacher assessment will be recorded on the foundation tracker. Teacher assessment at the end of each term is based on a combination of classroom observations, self-evaluation and performances.		
<b>1</b>	Hey You and Rhythm In The Way We Walk & Banana Rap	In The Groove and Round & Round	Your Imagination and Reflect, Rewind & Replay
<b>2</b>	Hands, Feet, Heart and Ho, Ho, Ho	I Wanna Play in a Band and Zootime	Friendship Song and Reflect, Rewind & Replay
<b>3</b>	Let your spirit fly - Glockenspiel 1	Three little birds and The Dragon Song	Bringing us together - Reflect, Rewind and Replay
<b>4</b>	Mamma Mia, Glockenspiel Stage 2 Guitars with peripatetic teacher	Stop, Lean On Me Guitars with peripatetic teacher	Blackbird, Reflect, Rewind and Replay Guitars with peripatetic teacher
<b>5</b>	Livin' on a Prayer and Classroom Jazz	Make You Feel My Love and The Fresh Prince of Bel Air	Dancing in the Street and Reflect, Rewind and Replay
<b>6</b>	Happy and Class Room Jazz 2	A New Year Carol and You've Got a Friend	Music and Me and Reflect, Rewind and Replay

## Music Skills Ladder

<b>National Curriculum Purpose of study</b>	Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.			
<b>Music skills progression</b>	<b>Year</b>	<b>National Curriculum Objectives</b>	<b>Vocabulary</b>	<b>Key Genres, Musicians and Significant Musical Pieces</b>
<p><b>Listen and appraise</b></p> <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> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Find the pulse.</li> <li>Listen to the rhythm and clap back.</li> <li>Copy back short rhythmic phrases.</li> <li>Create rhythms for others to copy.</li> </ul> <p><b>Singing</b></p> <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> <li>Learn to find a comfortable singing position.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Play a tuned instrumental part with the song they perform.</li> </ul>	<b>Y1 &amp; Y2</b>	<ul style="list-style-type: none"> <li>✓ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>✓ play tuned and untuned instruments musically</li> <li>✓ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>✓ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Y1 specific:</b> pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination</p> <p><b>Y2 specific:</b> keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>	<p><b>Y1</b></p> <p><b>Old School Hip Hop -</b>            Me, Myself and I by De La Soul            Fresh Prince of Bel-Air by Will Smith            Rapper's Delight by The Sugarhill Gang            U Can't Touch this by MC Hammer            It's Like That by Run DMC</p> <p><b>Reggae -</b>            The Planets, Mars by Gustav Holst (Classical)            Tubular Bells by Mike Oldfield (Pop)            The Banana Rap by Jane Sebba (Hip Hop)            Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</p> <p><b>Blues, Baroque, Latin, Bhangra, Folk, Funk -</b>            How Blue Can You Get by B.B. King (Blues)            Let The Bright Seraphim by Handel (Baroque)            Livin' La Vida Loca by Ricky Martin (Latin/Pop)            Jai Ho by J.R. Rahman (Bhangra/Bollywood)            Lord of The Dance by Ronan Hardiman (Irish)            Diggin' On James Brown by Tower of Power (Funk)</p> <p><b>Bossa Nova -</b>            Livin' La Vida Loca by Ricky Martin (Latin/Pop)            Imperial War March by John Williams (Film)            It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)            Why Don't You by Gramophonedzie</p>

<ul style="list-style-type: none"> <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> <li>• Play the part in time with the steady pulse.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• Take it in turns to improvise using one or two notes.</li> </ul> <p><b>Composition</b></p> <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> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Record and perform a song, adding own ideas.</li> </ul>				<p>(Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</p> <p><b>Pop -</b> Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka &amp; The Chocolate Factory Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin</p> <p><b>Classical -</b> A Song Before Sunrise by Frederick Delius (20<sup>th</sup> Century) The Firebird by Igor Stravinsky (20<sup>th</sup> Century) The Bird by Sergei Prokofiev (20<sup>th</sup> Century) Grand March from Aida by Giuseppe Verdi (Classical) Bolero by Maurice Ravel (20<sup>th</sup> Century) The Lamb by John Tavener (Contemporary)</p> <p><b>Y2</b> <b>Afropop, South African -</b> The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate</p> <p><b>A song with rapping and improvising for Christmas</b> - Please choose your own song here Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk)</p>
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				<p>Fly Me to the Moon by Frank Sinatra (Big Band/Jazz)</p> <p><b>Rock -</b>  We Will Rock You by Queen  Smoke On The Water, by Deep Purple  Rockin' All Over The World, by Status Quo  Johnny B. Goode, by Chuck Berry  I Saw Her Standing There, by The Beatles</p> <p><b>Reggae -</b>  Kingston Town by UB40  Shine by ASWAD  IGY by Donald Fagen  Feel Like Jumping by Marcia Griffiths  I Can See Clearly Now by Jimmy Cliff</p> <p><b>Pop -</b>  Count On Me by Bruno Mars  We Go Together (Grease soundtrack)  You Give A Little Love (from Bugsy Malone)  That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John  You've Got A Friend In Me by Randy Newman</p> <p><b>Classical -</b>  Peer Gynt Suite: Anitras Dance by Edvard Grieg (Romantic)  Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque from The Diary Of A Fly by Béla Bartók (20<sup>th</sup> Century)  Fantasia On Green sleeves by Ralph Vaughn Williams (20th Century)  Dance of The Sugar Plum Fairy by Pytor Tchaikovsky (Romantic)  The Robots (Die Roboter) by Kraftwerk (Contemporary)</p>
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<p><b>Listen and appraise</b></p> <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> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Clap and say back rhythms.</li> <li>• Create your own simple rhythm patterns and lead the class using their simple rhythms.</li> <li>• Listen and sing back' (no notation).</li> <li>• Copy back pitch with instruments, without, then with notation.</li> </ul> <p><b>Singing</b></p> <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> <li>• To re-join the song if lost.</li> <li>• To listen to the group when singing.</li> </ul> <p><b>Playing instruments</b></p> <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> </ul>	<p><b>Y3 &amp; Y4</b></p>	<ul style="list-style-type: none"> <li>✓ to sing and play musically with increasing confidence and control</li> <li>✓ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>✓ listen with attention to detail and recall sounds with increasing aural memory</li> <li>✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Y3 specific:</b> structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco</p> <p><b>Y4 specific:</b> keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic</p>	<p><b>Y3 RnB -</b> Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)</p> <p><b>Mixed Styles -</b> Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth</p> <p><b>Reggae-</b> Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse</p> <p><b>A Pop song that tells a story -</b> Birdsong (Chinese Folk Music) Vaishnava Java (A Hindu Song) A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan</p> <p><b>Disco -</b> Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge</p>
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<ul style="list-style-type: none"> <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> <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> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Listen and sing back melodic patterns</li> <li>• Using instruments, listen and play your own answer using one note.</li> <li>• Take it in turns to improvise using one note.</li> <li>• Listen and copy back using instruments, using two different notes.</li> <li>• Using your instruments, listen and play your own answer using one or two notes.</li> <li>• Take it in turns to improvise using one or two notes.</li> </ul>		<p>sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>	<p>Ain't No Stopping Us Now by McFadden and Whitehead  Car Wash by Rose Royce</p> <p><b>Classical -</b>  L'Homme Arme by Robert Morton (Early Music)  Les Tricoteuses (The Knitters) (Baroque)  The Clock: II Andante by Franz Joseph Haydn (Classical)  Piano Concerto: Allegro Maestoso (Tempo Giusto) by Franz Liszt (Romantic)  Prelude A L'Apres-Midi d'un Faune by Claude Debussy (20<sup>th</sup> Century)  Music for Large and Small Ensembles (opening) by Kenny Wheeler (Contemporary)</p> <p><b>Y4</b></p> <p><b>Pop -</b>  Songs by ABBA:  Dancing Queen  The Winner Takes It All  Waterloo  Super Trouper  Thank You For The Music</p> <p><b>Mixed Styles -</b>  Mardi Gras Groovin'  Two-Way Radio  Flea, Fly, Mosquito  Rigadoon  Mamma Mia  Portsmouth  Strictly D  Play Your Music  Drive</p> <p><b>Grime and Mixed Styles -</b>  Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</p>
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<ul style="list-style-type: none"> <li>Using your instruments, listen and play your own answer using two different notes.</li> <li>Take it in turns to improvise using three different notes.</li> </ul> <p><b>Composition</b></p> <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> <p><b>Performance</b></p> <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</li> </ul>			<p>Radetzky Marsch by Strauss (Classical)          Can't Stop The Feeling! by Justin Timberlake (Pop)          Libertango by Astor Piazzolla (Tango)          Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p> <p><b>Gospel -</b>          He Still Loves Me by Walter Williams and Beyoncé (Gospel)          Shackles (Praise You) by Mary Mary (Gospel)          Amazing Grace by Elvis Presley (Gospel)          Ode To Joy Symphony No 9 by Beethoven (Romantic, Western Classical)          Lean On Me by The ACM Gospel Choir (Gospel)</p> <p><b>Pop/The Beatles -</b>          Songs by The Beatles:          Yellow Submarine          Hey Jude          Can't Buy Me Love          Yesterday          Let It Be</p> <p><b>Classical -</b>          La Quinta Estampie Real anon 13th century (Early Music)          The Arrival Of The Queen Of Sheba by Handel (Baroque)          Moonlight Sonata by Beethoven (Romantic)          Bridal Chorus (Wedding March) by Wagner (Romantic)          Rhapsody In Blue by Gershwin (20th Century)          Einstein On The Beach by Philip Glass (Contemporary)</p>
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<p>were pleased with what they would change and why.</p> <ul style="list-style-type: none"> <li>• Present a musical performance designed to capture the audience.</li> </ul>				
<p><b>Listen and appraise</b></p> <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> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Find the pulse.</li> <li>• Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>• Copy back one-note riffs using simple and syncopated rhythm patterns.</li> <li>• Lead the class by inventing rhythms for others to copy back.</li> </ul>	<p><b>Y5 &amp; Y6</b></p>	<p><b>Livin' on a Prayer and Classroom Jazz</b></p> <ul style="list-style-type: none"> <li>✓ develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>✓ use and understand staff and other musical notations</li> <li>✓ develop an understanding of the history of music</li> </ul> <p><b>Make You Feel My Love and The Fresh Prince of Bel Air</b></p> <ul style="list-style-type: none"> <li>✓ develop an understanding of</li> </ul>	<p><b>Y5 specific:</b> rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, 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, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>	<p><b>Y5</b></p> <p><b>Rock -</b></p> <p>We Will Rock You by Queen  Smoke On The Water by Deep Purple  Rockin' All Over The World by Status Quo  Johnny B. Goode by Chuck Berry  I Saw Her Standing There by The Beatles</p> <p><b>Bossa Nova and Swing -</b></p> <p>Desafinado by Stan Getz (Swing)  Cotton Tail by Ben Webster  5 Note Swing by Ian Gray  Perdido by Woody Herman</p> <p><b>Pop Ballads -</b></p> <p>Make You Feel My Love by Bob Dylan  So Amazing by Luther Vandross  Hello by Lionel Ritchie  The Way You Look Tonight by Tony Bennett</p> <p><b>Old-School Hip-Hop -</b></p> <p>Me Myself and I by De La Soul  Ready or Not by Fugees  Rapper's Delight by The Sugarhill Gang  U Can't Touch This by MC Hammer</p> <p><b>Motown -</b></p> <p>I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops  I Heard It Through the Grapevine by Marvin Gaye  Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell  You Are the Sunshine of My Life by Stevie Wonder</p>



<ul style="list-style-type: none"> <li>• Copy back two-note riffs by ear and with notation.</li> <li>• Question and answer using two different notes.</li> <li>• Copy back three-note riffs by ear and with notation.</li> <li>• Question and answer using three different notes.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo.</li> </ul> <p>To listen to the group when singing.</p> <ul style="list-style-type: none"> <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> <p><b>Playing</b></p> <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</li> </ul>		<p>musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <ul style="list-style-type: none"> <li>✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>✓ use and understand staff and other musical notations</li> <li>✓ develop an understanding of the history of music</li> </ul> <p><b>Dancing in the Street and Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>✓ develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>✓ play and perform in solo and ensemble contexts, using their voices and</li> </ul>	<p><b>Y6 specific:</b> style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p><b>Classical -</b>  Music from Compline (Traditional, Early Music)  Dido and Aeneas: Overture by Henry Purcell (Baroque)  Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven (Classical)  Minute Waltz in D-flat by Chopin (Romantic)  Central Park in the Dark by Charles Edward Ives (20<sup>th</sup> Century)  Clapping Music by Steve Reich (Contemporary)</p> <p><b>Y6</b>  <b>Pop/Neo Soul -</b>  Top Of The World sung by The Carpenters  Don't Worry, Be Happy sung by Bobby McFerrin  Walking On Sunshine sung by Katrina And The Waves  When You're Smiling sung by Frank Sinatra  Love Will Save The Day sung by Brendan Reilly</p> <p><b>Bacharach and Blues -</b>  Take The 'A' Train by Duke Ellington  Speaking My Peace by H. Parlan  Back 'O'Town Blues by Earl Hines  One 'O' Clock Jump by Count Basie</p> <p><b>Classical or Urban Gospel -</b>  I Mun Be Married on Sunday  Fishing Song</p> <p><b>70s Ballad/Pop -</b>  The Loco-Motion sung by Little Eva  One Fine Day sung by The Chiffons  Up On The Roof sung by The Drifters  Will You Still Love Me Tomorrow (You Make Me Feel Like) A Natural Woman sung by Carole King</p> <p><b>Hip Hop, Classical,</b></p>
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<p>notation.</p> <ul style="list-style-type: none"> <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> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Copy back using instruments. Use one, then two, then three notes.</li> <li>• Question and Answer using instruments. Use one note in your answer.</li> <li>• Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> <li>• Improvise using one, then two, then three notes.</li> <li>• 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).</li> </ul> <p><b>Composition</b></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> <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</li> </ul>		<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>✓ use and understand staff and other musical notations</li> <li>✓ develop an understanding of the history of music</li> </ul>	<p><b>Electronic, Soul, Contemporary -</b>  Create your own music inspired by your identity and women in the music industry  Something Helpful by Anna Meredith  O by Shiva Feshareki  V-A-C Moscow by Shiva Feshareki  Heroes &amp; Villains by Eska  Shades Of Blue by Eska  And! by Afrodeutsche  The Middle Middle by Afrodeutsche</p> <p><b>Classical -</b>  L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) (Traditional, Early Music)  Armide Overture by Jean-Baptiste Lully (Baroque)  The Marriage of Figaro: Overture by Mozart (Classical)  Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert (Romantic)  Sonata for Horn in F by Paul Hindemith (20<sup>th</sup> Century)  Homelands by Nitin Sawhney (Contemporary)</p>
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<p>musical decisions about how the melody connects with the song.</p> <ul style="list-style-type: none"> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><b>Performance</b></p> <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <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>				
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